



## **IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

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# **PUBLIC CHARTER SCHOOL COMMISSION REGULAR MEETING**

August 9, 2016

700 W. Jefferson Street, Boise, Idaho  
Idaho State Capitol Building, East Wing 41

## **AGENDA**

**Tuesday, August 9, 2016 – 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.**

### **A. COMMISSION WORK**

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

### **B. CONSIDERATION OF NEW CHARTER PETITION**

1. Gem Prep: Pocatello

### **C. CONSIDERATION OF PROPOSED CHARTER AMENDMENTS**

1. Monticello Montessori Charter School

### **D. OTHER**

1. PCSC Update: Draft Performance Framework Revisions

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

1. Agenda Approval

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

**COMMISSION ACTION**

A motion to approve the agenda as submitted.

2. Minutes Approval

Does the PCSC have any changes or additions to the meeting minutes from June 9, 2016?

**COMMISSION ACTION**

A motion to approve the meeting minutes from June 9, 2016, as submitted.

# **DRAFT MEETING MINUTES**

## **IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

**June 9, 2016**

700 W. Jefferson Street, Boise, Idaho  
Idaho State Capitol Building, East Wing 41

The meeting was called to order by Chairman Reed at 9:00 AM. The following Commissioners were in attendance:

Alan Reed  
Gayle O'Donahue  
Kelly Murphey  
Brian Scigliano  
Wanda Quinn

Commissioners Gayann Demordaunt and Evan Frasure were absent.

### **TAB A: COMMISSION WORK**

#### **1. Agenda Review/ Approval**

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

#### **2. Minutes Review/Approval**

**M/S (Quinn/Scigliano):** To approve the minutes from April 14, 2016, as presented. *The motion passed unanimously.*

#### **3. Calendar**

**M/S (Quinn/DeMordaunt):** To approve the request to change the regularly scheduled August 11, 2016, meeting to August 9, 2016. *The motion passed unanimously.*

### **TAB B: CONSIDERATION OF FISCAL LETTERS OF CONCERN**

PCSC Director Tamara Baysinger summarized the 2013 legislative change requiring the issuance of letters of fiscal concern to schools that an authorizer has reason to believe cannot remain fiscally stable for the remainder of their performance certificate terms. She stated that the statute is intended to protect taxpayers in the event of a mid-year closure by changing the schedule on which schools receive funds, though not the total amount of funding received. Staff recommended that letters of concern be issued to three schools.

#### **1. Blackfoot Charter Community Learning Center**

Jennifer Barbeau, PCSC Accountability Program Manager, summarized the concerns about BCCLC's financial status as described in the meeting materials. The school's FY15 audit indicates annual loan obligations of \$230,000.

**M/S (Scigliano/Murphey):** To issue a fiscal letter of concern regarding Blackfoot Charter Community Learning Center and direct the school to provide the PCSC with a 2016-17 enrollment update by September 1, 2016. *The motion passed unanimously.*

## **2. Syringa Mountain School**

Director Baysinger, summarized the concerns about SMS's financial status as described in the meeting materials. The school has struggled financially since its first year of operations, and although they have made up for shortfalls with fundraising, this cannot be relied upon for financial security going forward.

**M/S (O' Donahue/Scigliano):** To issue a fiscal letter of concern regarding Syringa Mountain School and direct the school to provide the PCSC with a 2016-17 enrollment update by September 1, 2016. *The motion passed unanimously.*

## **3. The Village Charter School**

Director Baysinger summarized the concerns about TVCS's financial status as described in the meeting materials. This school has severe cash flow problems and if this continues they may possibly be in a situation of having to close midyear.

Ben Greenwood, TVCS Board of Trustee's Secretary, summarized the schools plan to address their financial problems. They believe that their increased enrollment will allow them to become fiscally stable.

**M/S (Quinn/Murphey):** To issue a fiscal letter regarding The Village Charter School and direct the school to provide the PCSC with a 2016-17 enrollment update by September 1, 2016. *The motion passed unanimously.*

### **TAB C: CHARTER SCHOOL PRE-OPENING UPDATE**

#### **1. Alturas International Academy**

Candise Gilbert, an Alturas International Academy board member, presented AIA's pre-opening updates which include increased enrollment, and staffing. The school is struggling with filling their staffing positions due to a shortage of certified teachers in the area.

### **TAB 3: CONSIDERATION OF PROPOSED CHARTER AND PERFORMANCE CERTIFICATE AMENDMENTS**

#### **1. Alturas International Academy**

Candise Gilbert, presented the proposal for the enrollment cap to be increased by 31 students. This would allow for them to add an additional Kindergarten class



**M/S (Scigliano):** To deny the proposed amendment for an increased enrollment cap. *The motion failed due to not being seconded.*

**M/S (Quinn/O' Donahue):** To approve the proposed amendment for an increased enrollment cap. *The motion passes 3-1. Scigliano opposed the motion.*

#### **TAB 4: OTHER**

- 1. PCSC Education: Renewal Hearing Process**
- 2. PCSC Officer Elections**

**M (Quinn):** For Alan Reed to continue as the Idaho Public Charter School Commission Chair. *The motion passes unanimously.*

**M (Quinn):** For Brian Scigliano to be named Vice Chair for the Idaho Public Charter School Commission. *The motion passes unanimously.*

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

The meeting adjourned at 11:48 A.M.

**SUBJECT**

Gem Prep: Pocatello New Charter Petition (First Hearing)

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5205

**BACKGROUND**

Gem Prep: Pocatello (GPP) has been in operation since the Fall of 2014. It was founded by the leaders of Idaho Distance Education Academy (I-DEA), a district-authorized virtual school headquartered in Deary. Before opening, the school was inappropriately approved by I-DEA's authorizer, the Whitepine School District, which did not have the statutory authority to authorize a charter school outside its district boundaries. The Idaho State Board of Education has since required that GPP gain proper authorization before the commencement of the 2017-18 school year. The school will cease to receive state funding if it fails to obtain valid authorization by that time.

Having been referred by the Pocatello School District board, GPP submitted its petition to the PCSC for review in June 2016. A similar school, Gem Prep: Nampa (GPN) was recently authorized by the Nampa School District board. GPP, GPN, and I-DEA are distinct, non-profit corporations with separate boards. However, all three boards are comprised of the same individual members.

In the 2016-17 school year, GPP will serve Kindergarten through 4<sup>th</sup> grade and ultimately aims to provide a blended learning model for up to 312 students in grades K-12.

**DISCUSSION**

GPP seeks to provide a blended learning school that brings individualized instruction to students for whom I-DEA, a virtual program, is not a good fit. The school aims to be a rigorous college and career preparatory school that maintains high expectations for all students.

Under the blended learning concept, GPP plans to utilize two instructional models, one for grades K-6 and another for 7-12. The elementary grades employ an interactive model in which students work closely with teachers and parental volunteers while rotating through whole group, small group, and independent online instruction.

Grades 7-12 would employ a blended learning flex model. Students would be instructed both by teachers onsite, as well as by teachers based at the new Gem Prep: Nampa (GPN) school via live-telecast. GPN students would

also receive telecast instruction from GPP teachers. During telecast lessons, secondary students will be overseen and guided by paraprofessionals, who would also address any technical issues. High school students, particularly those in grades 11 and 12, would be strongly encouraged to attend advanced classes through Idaho Digital Learning Academy and local universities.

GPP's staffing model includes contracted positions in administrative roles. Key individuals employed primarily at I-DEA will contract as individuals to perform directorship and business management functions at GPP.

Demand for GPP appears to be increasing. The school began operations in 2014 with full enrollment in both offered grades (K-1). Some seats went unfilled when the school expanded through grade 4 in 2015. For the 2016-17 school year, GPP has a waiting list in some grades for the first time, and the board anticipates that its remaining seats will be filled.

Gem Prep: Pocatello currently operates out of the Seventh Day Adventist Administration building, with additional modular buildings located on the property. I-DEA leases the administration building and owns the modular, and plans to sublet/lease them to GPP going forward.

Per PCSC staff analyses, the GPP financial break-even point is 224 students. Any enrollment under 224 would result in an operating loss for the year. GPP is expected to receive grant funds from the J.A. and Kathryn Family Foundation (JKAF). However, the grant as written awards the funds to I-DEA, rather than to GPP. The grant funds are essential to GPP's ability to cover its operating expenditures through FY19.

At this time, most elements of the GPP transfer petition score a 2 or higher (Meets or Exceeds Standards) as required by PCSC policy prior to approval. However, several sections still fall short of statutory and/or PCSC standards; the revisions required are relatively simple.

PCSC staff interviewed GPP's board and found the group to be engaged and enthusiastic about the blended learning model; a summary of the meeting is included with these materials.

## **IMPACT**

If the PCSC approves the petition, GPP will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a Performance Certificate with the school's governing board. Approval of this new charter petition would increase the size of the PCSC's portfolio to 37.

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

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

**STAFF COMMENTS AND RECOMMENDATIONS**

PCSC policy Section II.B.2.d provides that “The PCSC may approve a new or transfer 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.”

Staff recommends that the PCSC approve GPP’s petition contingent upon the finalization of all revisions necessary to bring all elements of the PER up to a score of 2 or higher (Meets or Exceeds Expectations), as evaluated by PCSC staff, prior to 8:00 a.m. MT on October 13, 2016. It is particularly important that the school demonstrate JKAF’s commitment to provide grant funds to GPP.

**COMMISSION ACTION**

A motion to approve the petition for Gem Prep: Pocatello contingent upon the finalization of all revisions necessary to bring all elements of the PER up to a score of 2 or higher (Meets or Exceeds Expectations), as evaluated by PCSC staff, prior to 8:00 a.m. MT on October 13, 2016.

**OR**

A motion to deny the petition for Gem Prep: Pocatello on the following grounds: \_\_\_\_\_.

**OR**

A motion to delay the decision and direct staff to issue to Gem Prep: Pocatello a written response identifying the specific deficiencies in the petition, including:\_\_\_\_\_

**August 9, 2016**

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- Items already identified on the Petition Evaluation Rubric included in these meeting materials and
- The following item(s): \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC

## ADOPTED ON FEBRUARY 13, 2014

Name of school: Gem Prep: Pocatello

Previous name: NA

File Number: 2016-1

Date petition originally submitted to PCSC office: 6/1/2016

Date "considered received": 6/9/2016

Date of this revision's submission: 7/11/2016

Date of this review: 7/29/2016

Date(s) of previous review(s) of this petition: 6/24/2016

Means by which petition came to PCSC:

Virtual School

Referred by School District: Pocatello/Chubbuck #25

(Reason: The District identified a number of concerns with the petition, including demand for the model.)

Filed by petitioner after withdrawal from school district: \_\_\_\_\_

Transfer of district-authorized charter school: \_\_\_\_\_

SBOE redirected petition for consideration by PCSC

### Using the Public Charter School Petition Evaluation Rubric

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

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

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

**PRE ITEMS – PETITION COVER PAGE AND TABLE OF CONTENTS****TAB 1**

EXECUTIVE SUMMARY  
VISION AND MISSION STATEMENTS

**TAB 2**

PROPOSED OPERATIONS  
POTENTIAL EFFECTS  
TARGET MARKET  
FACILITIES SUMMARY  
ADMINISTRATIVE SERVICES

**TAB 3**

EDUCATIONAL PHILOSOPHY  
EDUCATIONAL PROGRAM  
GOALS  
EDUCATIONAL THOROUGHNESS STANDARDS  
SPECIAL EDUCATION SERVICES  
DUAL ENROLLMENT

**TAB 4**

MEASURABLE STUDENT EDUCATIONAL STANDARDS (MSES)  
METHODS OF MEASURING STUDENT PROGRESS  
ACCREDITATION  
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

**TAB 5**

GOVERNANCE  
PARENTAL INVOLVEMENT  
AUDITS

**TAB 6**

EMPLOYEE QUALIFICATIONS  
HEALTH AND SAFETY  
STUDENT DISCIPLINE  
EMPLOYEES: BENEFITS, STATUS, CONTRACTS

**TAB 7**

ADMISSION PROCEDURES  
ALTERNATIVES (ONLY FOR SCHOOLS CONVERTING FROM TRADITIONAL)  
ENROLLMENT OPPORTUNITIES  
STUDENT HANDBOOK REFERENCE

**TAB 8**

BUSINESS PLAN: DESCRIPTION, MARKETING, MANAGEMENT, FINANCES  
TRANSPORTATION  
NUTRITION

**TAB 9 (VIRTUAL ONLY)****TAB 10**

BUSINESS ARRANGEMENTS AND PARTNERSHIPS  
TERMINATION / CLOSURE PLAN

**APPENDICES**

ARTICLES AND BYLAWS  
ELECTOR SIGNATURES  
CHARTER START WORKSHOP ATTENDANCE  
BOARD RESUMES AND PETITIONING GROUP LIST  
CONTRACTS, LEASES AND AGREEMENTS  
BUDGET ASSUMPTIONS AND SUPPORTING DOCUMENTS  
PRE-OPENING BUDGET  
THREE-YEAR OPERATING BUDGETS  
FIRST YEAR CASH FLOW  
FACILITIES DETAILS  
PRE-OPENING TIMELINE  
STAFF PROFESSIONAL DEVELOPMENT AND EVALUATION  
OUTREACH ACTIVITIES  
INTERESTED FAMILY LIST  
STUDENT HANDBOOK  
OTHER APPENDICES

**GENERAL QUALITY INDICATORS****GENERAL COMMENTS ON PETITION**

## Cover Page and Table of Contents

The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Cover Page	Cover page does not contain all required elements.		Cover page contains all required elements: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
Table of Contents	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.		

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**General Comments regarding Cover Page and Table of Contents:**

Tab 1					
See IDAPA 08.03.01.401.03					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Executive Summary	Executive summary is not included.	Executive summary provides an incomplete or unappealing case for the school.	Executive summary succinctly introduces: school concept; community need and interest; motivation and collective qualification of petitioning group; and how success of the school will be defined.		
Vision and Mission Statements	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	
	Mission statement is not provided.	Mission statement does not focus on educational outcomes or is unlikely to result in increased student achievement.	Mission statement focuses on high-quality educational outcomes as is likely to result in increased student achievement.	Research is cited to support the outcomes and expectations identified in the mission statement.	

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**General Comments regarding Tab 1:**

Tab 2					
See IDAPA 08.03.01.401.04					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Proposed Operations	Proposed operations are not addressed or are noncompliant.	Proposed operations are addressed in insufficient details.	Proposed operations are summarized, including: legal status, location, enrollment, student demographics, organizational structure, and educational method.	Proposed operations section identifies where in the petition items are addressed in additional detail.	

Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school's targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	
	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	<p>The graph on page 14 needs to be edited for clarity or eliminated. Currently, the Y value displays percentages for two of the data bars and numbers of students for the other three data bars. In addition, the percentage data bars do not correspond with the numbering on the Y axis.</p> <p>Consider making one chart with student retention and one chart for enrollment and wait list numbers.</p> <p>For the 2016/17 school year, it is unclear from the chart on page 19 how many 4<sup>th</sup> grade students are currently enrolled.</p>

Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	
Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	
Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

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**General Comments regarding Tab 2:**

Tab 3					
See IDAPA 08.03.01.401.05					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Educational	Description of “educated person” is not included.	Description of “educated person” does not clearly relate to school’s vision, mission, and/or instructional model.	Description of “educated person” clearly relates to school’s vision, mission, and instructional model.	Description of “educated person” is supported by research.	

	Explanation of “how learning best occurs” is not included.	Explanation of “how learning best occurs” does not clearly relate to the school’s vision, mission, and/or instructional model.	Explanation of “how learning best occurs” clearly relates to the school’s vision, mission, and instructional model.	Explanation of “how learning best occurs” is supported by research.	
Educational Program	It is unclear how the educational program relates to the vision and mission.	The description of the educational program attempts to address its relationship to the vision and mission, but additional development is required.	The description of the educational program directly relates to and supports the vision and mission.		
	Educational program fails to offer a choice currently unavailable or insufficiently accessible in the community.		Educational program offers a choice currently unavailable or insufficiently accessible in the community.		
	Description of educational program does not include an explanation of the instructional practices and/or curriculum.	Description of educational program does not provide a clear picture of the school’s plan.	Description of educational program includes instructional practices and curriculum, and illustrates for non-educators how the school will address academics.	Description of educational program is detailed and includes explanations and examples of the instructional practices and types of curriculum to be used.	
	Educational program does not appear to be developed around research-based elements.	Educational program is indicated to be developed around research-based elements, but specifics are not provided.	Educational program is developed around research-based elements and references are provided.	Research-based educational program / elements of program have a record of success in other schools, which will directly assist implementation at the proposed new school.	

	The petition does not address Common Core and/or the Idaho State Standards.	The petition reflects incomplete understanding of Common Core and/or the Idaho State Standards. The petition fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, fails to provide clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition reflects a strong understanding of Common Core and the Idaho State Standards. The petition addresses the means by which the educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, provides clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	
	Curriculum framework is not provided.	Curriculum framework is addressed, but incomplete or poorly aligned with mission and goals.	Curriculum framework is clear and aligned with mission and goals.		
	Graduation requirements are not adequately addressed.		If proposed school will offer high school grades, petition states that the school's graduation requirements will align with those of the state.		
	Goals of the educational program are not included.	Goals are poorly stated, too vague or not demonstrative of logical outcomes for the educational program.	Goals convey the overarching outcomes of the educational program and reflect high standards for the target population. Goals can be logically connected to the school's mission and the MSES stated in Tab 4.	Goals are clearly tied to reliable research and data.	
Educational Thoroughness Standards	Methods for addressing educational thoroughness standards are not included.	Educational thoroughness standards are addressed, but the means by which they will be fulfilled is unclear or insufficient.	Explanation of the means by which all educational thoroughness standards will be fulfilled includes specific strategies.		
	Methods for addressing educational thoroughness standards do not reflect mission and goals.	Methods for addressing educational thoroughness standards inadequately reflect mission and goals.	Methods for addressing educational thoroughness standards clearly reflect mission and goals.		

Special Education Services	A special education plan is not included, is incomplete, or has not been deemed compliant by the SDE during the Sufficiency Review process.		The petition includes a complete plan for identifying and serving special needs students that has been deemed compliant by the SDE in the Sufficiency Review process.		
	Staffing allocations for special education are not addressed.	Staffing allocations for special education appear insufficient.	Staffing allocations for special education appear adequate. Plans consider contracting for particular services if necessary.		
Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is non-compliant.	Plan for working with parents is incomplete or reflects inadequate understanding of statute and district policies.	Plan addresses how school will inform parents of dual enrollment opportunities and will communicate with all relevant parties. Understanding of statute and district policies is evident.	Petition addresses whether or not non-charter students will be permitted to dually enroll at the public charter school.	

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**General Comments regarding Tab 3:**

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student Educational Standards	The MSES do not appear to reflect the school’s mission, vision or previously stated educational program goals.		The MSES reflect the school’s mission, vision, and previously stated educational program goals.		
	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. Some of the MSES rely on measurement tools that are not consistent or objective or it appears the petitioners do not fully understand the measurement tools.	The MSES are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school’s educational model are research-based and/or demonstrably reliable.		MSES goal # 1 is outcome based and would work as a basis for a mission specific goal in the performance certificate. Goal #2 - #4, however, are duplicative of what is already measured in the academic section of the framework. Please provide MSES that are unique to the school and are outcome based.

	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		
Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	
Accountability and School Improvement	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system should be interpreted and applied at the school, classroom, and student levels.	
	A plan for how the school will respond if it is ever identified as being "in need of improvement" by the state is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" by the state is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as "in need of improvement" by the state is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being "in need of improvement."	

**General Comments regarding Tab 4:**

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school's operations. Petition is consistent with Articles of Incorporation and Bylaws.		Please eliminate the org chart on page 54. It is inconsistent with the descriptions in Tabs 5 and 8.
	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.		Petition has a reference to an appendix that includes ethical standards agreement to be signed by all the members of the board of directors.		
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of "founders' syndrome" and ensuring commitment to the mission and vision are addressed.		N/A because school is already in operation.
	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		



	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	
	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		While the petition describes opportunities for parent involvement, it is crucial that parents understand that they are <b>not</b> required to volunteer their time. Schools may not mandate parental volunteer time and/or participation in school activities. Please specifically state in the petition that parents are not required to volunteer. In addition, please eliminate the reference on page 81 in Tab 8 to parental volunteers on city buses. The reference states that chaperoning the bus can “count[ing]” towards parent volunteer hours. This reference implies that volunteering is mandatory.
Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		

	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		
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**General Comments regarding Tab 5:**

Tab 6					
IDAPA 08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition’s statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition’s statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		N/A due to 2015 changes to federal education statute.
	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	
	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	

	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school's mission and vision, and are designed to encourage the development of a positive school culture.	
	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment are clear and compliant.		
Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		
Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		
	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		N/A because of changes in 2016 Idaho State legislation.

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**General Comments regarding Tab 6:**

Tab 7

See IDAPA 08.03.01.401.09

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	
	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.		
	Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, “founder” and “sibling” are defined.)	
Alternatives	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are not addressed.	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are provided, but list is incomplete.	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		NA
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	
	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		

Student Handbook	There is no draft student handbook included in the petition's appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		
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**General Comments:**

Tab 8					
See IDAPA 08.03.01.401.10					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Business Plan: Description	Business description is not provided.	Business description is vague or incomplete.	Clear and well-considered business description addresses both the non-profit corporation and public entity aspects of the school.		
	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.		NA
Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.	
	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	

Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors (including EMO / CMO, if applicable), and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	Per comments in Tab 5, please eliminate the org chart on page 78.
Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school's intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	

	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	Due to low enrollment, GPP requires grant funds from JKAF through the 2018-19 school year. However, GPP has been prudent in developing an enrollment growth plan that would allow them to be financially viable by the end of the grant term. It is imperative that GPP meet the anticipated growth to avoid financial issues in the future.  Currently, the JKAF grant is awarded to IDEA. Please provide a letter from JKAF stating that grant proceeds will be paid directly to GPP.
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	State statute requires schools to provide transportation where practicable. The PCSC strongly urges all of its schools to provide busing services.
	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		The primary attendance area encompasses a large area currently serviced by only one bus route. Where does the bus route operate in relation to where the majority of the current and potential students reside? Are there areas of high need not currently serviced by the bus route? Additional narrative regarding the current route's impact on enrollment is needed.
Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	

	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		
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**General Comments regarding Tab 8:**

<b>Tab 9</b>					
<b>Virtual Schools and Blended Programs Only. See IDAPA 08.03.01.401.11</b>					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Learning Management System	Learning management system has not been identified.	Description of learning management system is vague or appears inadequate to fulfill the mission and meet identified goals.	Description of learning management system addresses technology platform, curriculum, and rationale. System appears adequate to fulfill mission and meet identified goals.		
	Learning management system does not appear to offer opportunities significantly different from those already available.		Learning management system offers new opportunities to families.		
Educational Program – virtual	Rationale for use of a virtual program is not addressed, or the virtual method appears to be a poor choice for fulfilling the mission and meeting stated goals.	Rationale requires further development*.	Petition provides strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.	Virtual program will provide unique opportunities and meet goals that could not be achieved in a brick-and-mortar setting.	
	Plan to ensure all students have access to the virtual educational program is not addressed.	Plan to ensure all students have access to the virtual educational program is incomplete or vague.	Plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.		
	Role of online teacher is not addressed.	Role of online teacher is not sufficiently detailed or appears inadequate.	Role of online teacher, including consistent availability of teacher to individualize and provide guidance around course material is clearly described.	Role of teacher is sufficiently broad to minimize reliance on parent or learning coach for guidance around course material.	



	Assessment of student work is not addressed.	Means by which student work will be assessed is not sufficiently detailed or teacher involvement appears inadequate.	Means by which student work will be assessed is clearly described, including level of teacher involvement in evaluating and responding to student performance.		
	Student-teacher interaction is not addressed.	Student-teacher interaction appears inadequate to ensure student success.	Means by which student will interact with teachers includes timely and frequent feedback about student progress.	Petition describes unusually strong level of teacher support that extends beyond academic instruction.	
	Student-to-student interaction is not addressed.	Student-to-student interaction appears inadequate to foster school community.	Opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.	Petition describes unusually strong strategies for fostering student community and positive culture.	
Technology	Plan for provision of hardware, software, and connectivity is absent or does not ensure equal access.	Plan for provision of hardware, software, and connectivity is vague or may not be sufficient or affordable.	Reasonable plan is in place for ensuring equal access to all students, including provision of necessary hardware, software, and internet connectivity required for participation in online coursework.		
	Plan for provision of technical support is not provided.	Plan for provision of technical support is vague or may not be sufficient or affordable.	Plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.		
	Plan for training students and parents in use of hardware and software is not provided.	Plan for training students and parents in use of hardware and software appears insufficient.	Plan is in place for training students and parents in use of hardware and software.		
Professional Development	Professional development specific to the virtual environment is not addressed.	Strategies for professional development require additional development to ensure successful implementation of the virtual program.	Strategies for professional development specific to education in the virtual environment address both initial and ongoing training.		
	Teacher evaluations specific to the virtual environment are not addressed.	Teacher evaluation plan is vague or inadequate.	Teacher evaluation plan includes observation and intervention strategies specific to virtual education.		

Data Collection	Means of verifying student attendance is unaddressed or non-compliant.	Means of verifying student attendance is vague or insufficient.	Means of verifying student attendance is clearly described. Attendance will focus primarily on coursework and activities correlated to the thoroughness standards.		
	Means of awarding course completion is unaddressed.	Means of awarding course completion is vague or insufficient.	Means of awarding course completion is clearly described.		
	Administration of standardized testing is not addressed.	Plan for administration of standardized tests is impractical for the school and/or families. Inadequate participation appears likely.	Strategies for administering standardized testing to all students are practical and affordable.	Strategies include methods for motivating participation and assisting families with limited resources.	

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**General Comments regarding Tab 9:**

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements and Partnerships	No information is provided regarding contracted / purchased services or other partnerships.	Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Specific business partnerships, contracted / purchased services, and community partnerships are described. Supporting documents (draft contracts / letters of intent or support / MOUs) are included in the appendices and referenced in Tab 10.	Partnerships that are integral to the educational program have been developed and their nature is clearly described.	It is unclear if the IDEA employees will be employees of GPP or contracted. If contracted, copies of the agreements are needed.
	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Rationale requires further development.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	NA

	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board apparently retains oversight and control, but no plan is in place for evaluating the management company.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect EMO / CMO as needed.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.</p>	NA
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.</p>		<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.</p>		NA
Termination	Termination plan fails to specify individuals responsible for tasks associated with dissolution.	Termination plan relies on employees for the completion of tasks associated with dissolution.	Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.		
	Disposal of assets is unaddressed or non-compliant.	Disposal of assets is generally addressed, but additional detail is required.	Plan for disposal of assets, including responsible individual is clear and compliant. Distinction is made between assets purchased with federal and non-federal funds.		
	Payment of creditors is unaddressed or non-compliant.	Payment of creditors is generally addressed, but priorities are not specified.	Payment of creditors is addressed and includes a list of priorities for payment (if permitted by courts).		

	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		
	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		
	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		
Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		
	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		

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**General Comments regarding Tab 10:**

Appendices					
The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation &	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	Please amend Article 8 in the <i>Articles of Incorporation</i> to be consistent with I.C. 33-5212. This correction has been made in the bylaws, but not in the articles.

	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	In Section 7.1 the referenced I.C 30-30-6236 appears to be in error. Please double check this reference.
	Bylaws do not address the process by which members of the school's board of directors will be selected.	Bylaws partially address the process by which members of the school's board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		Section 6.2.1 indicates that the board is self-appointing, though this is not entirely clear.  Please note that the Commission is generally non-supportive of fully self-appointed boards. We recommend that you consider an elected or mixed (some elected, some appointed) board in order to provide an avenue for stakeholder participation.  The procedures through which new board members will be elected/appointed needs to be provided. How will prospective members be nominated? Who is eligible to vote on board membership? When and how will board member elections take place?
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		
C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	

D : Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	
	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	
	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		
	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		

E: Contracts, Leases & Agreements	Contracts, leases, agreements or other documents demonstrating relationships described in Tab 10 (and other sections of the petition) are not included in the appendices.	Documents demonstrating relationships described in Tab 10 (and other sections of the petition) are included in the appendices but are vague or incomplete.	Contracts, leases, agreements, and other documents demonstrating relationships are included in the appendices. Documents are well-organized, clear, and adequate to demonstrate the relationships described in Tab 10 (and other sections of the petition).		
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract is incomplete or absent.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract is unclear, or costs appear unreasonable by comparison to services provided.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.</p>		
F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided or PCSC	Budget assumptions are incomplete or unclear.	Budget assumptions are provided for the pre-opening year, as well as the first three years of operations. The assumptions are complete, consistent with the budgets, and appropriately documented. Budget assumptions are provided on the completed PCSC's Budget Assumptions template.	Budget assumptions include explanations of how the assumptions were developed. A description of what budgetary adjustments will be made if enrollment fails to meet projections is included.	

G: Pre-Opening / Start-up Budget	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		NA
	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	NA
H: 3-year Operating Budgets	Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.	Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.	Operating budgets for the first three years of operations are provided on the PCSC's template.  Budgets are provided for best-case, worst-case, and most-likely-case scenarios.  Revenues and expenditures appear reasonable and are supported by documentation.	Five-year budget projections are provided.	The break-even analysis includes the awarded grant money for year one. PCSC staff calculates that without the grant money, the break-even analysis is 224 students. It is imperative that GPP maintains the rate of growth projected to ensure financial solvency by the 2019-20 school year.



	Projected growth appears unrealistic or inadequate to meet long range financial plans.	Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.	Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.		The Shifting Sands report included in the appendices shows that future population growth will be limited in the Pocatello-Chubbuck area, therefore it is imperative that the school continues marketing efforts particularly as it grows into the upper grades. Charter schools are often under-enrolled in middle and high school grades.
	Spending priorities do not clearly align with the mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.	Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program.	
I: 1 <sup>st</sup> year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		NA
J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land.  Reasonable, well-supported backup options are also included.	NA
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		NA

	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	NA
	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	
M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		NA
N: Staff Professional Development & Evaluation	Professional development plan is not included or is reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	
	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		

P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that <i>far</i> exceeds the school's stated enrollment targets.	N/A
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		
Other Appendices	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.		It would be helpful to include bookmarks in the table of contents of the Appendices for easier navigation.

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**General Comments regarding Appendices:**

General Quality Indicators					
These indicators apply throughout the petition and the petitioning process.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have <i>advance</i> approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.	
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff.  Petitioners attempt to rely on oral assurances in place of written revisions.	Petition revisions address most concerns and recommendations cited by SDE and PCSC staff.	Petition revisions consistently reflect petitioners' best efforts to respond thoroughly to all concerns and recommendations previously cited by SDE and PCSC staff. Revisions are made in the petition document.		The bylaws and articles of incorporation still require corrections that were noted in the 6/24/2016 version of the PER.

	Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting.  Only revisions made since the last PCSC staff review marked.  (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.)		
Professionalism	Petition contains many typographical errors and/or formatting inconsistencies.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies.	Petition contains very few typographical errors and/or formatting inconsistencies.	Petition is free of typographical errors and/or formatting inconsistencies.	
	Quality of writing is poor and requires extensive editing.	Writing requires editing for clarity, consistency, and/or grammatical errors.	Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.	Some sections of the petition are confusing and require an additional edit for clarity. While petitioners made an effort to refer to school operations in the present rather than future tense, there are still instances where the petition is written as if the school is not yet in operation.
	Petition is poorly organized and/or contains numerous reference errors.	Petition is reasonably organized and contains few reference errors.	Petition is well-organized and references to other documents, sections, and appendices are accurate. The document includes sufficient electronic “bookmarks” for ease of navigation.		
	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of “boilerplate” text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any “boilerplate” sections have clearly been reviewed and customized as necessary.		

Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		
	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		
Compliance	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		GPP opened in 2014 without having followed the statutory process for authorization. The petition was inappropriately approved by the Whitepine SD board, which does not have the authority to authorize a public charter school located outside its own district. The State Board of Education subsequently granted GPP a limited timeline in which to request authorization through appropriate channels.

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**GENERAL COMMENTS REGARDING THE PETITION**

**Idaho Public Charter School Commission  
New Petition  
Board Interview**

Petitioning School	Gem Prep: Pocatello (GPP)
Date of Interview	July 27, 2016
PCSC Staff who Conducted Interview	Tamara Baysinger, PCSC Director
	Kirsten Pochop, Charter Schools Program Manager
	Jennifer Barbeau, Accountability Program Manager
Board Members Interviewed	Murray Stanton, Chairman
	Jill Call, Vice Chair
	Allison Akhnoukh, Member
	Bonnie Freytag, Member
	Roger Stewart, Member
	Dennis Turner, Member

PCSC staff interviewed six members of the Gem Prep: Pocatello (GPP) Board of Directors. The interview addressed questions about GPP’s blended curriculum, how the program differs from a virtual model, lessons learned from operating the school for the past two years, plans for growth, and development of a CMO.

GPP’s board members represent a wide array of skills and backgrounds. All express a genuine enthusiasm for the blended learning model and a commitment to providing a rigorous, high-quality education for all of their students. The group includes a pastor who was formerly an attorney, a youth activities coordinator, a CMO and charter consultant who helps new charters get established, a music teacher, a professor at Boise State’s College of Education, and a former Pocatello Water Department official.

Board members were conversant about blended learning and the lessons learned from the first two years of operations at the school. Board members frequently receive reports from school administrators about the academic progress of students to ensure that all students are making adequate growth. They noted that while academic outcomes are strong and morale is high, it is difficult to find teachers who embrace the blended learning model because the demands differ from a traditional classroom setting. At least one board member appears actively engaged in helping to recruit new teachers.

The Board is currently overseeing three schools, Idaho Distance Education Academy (I-DEA), GPP, and its newest school Gem Prep: Nampa (GPN), which will open in the Fall of 2016. The same board members oversee all three schools, which are legally distinct from one another. While the Board is open to adding community members to their ranks from GPP or GPN, they stressed that their primary focus is on I-DEA. When evaluating the success of the program, they look “first” at I-DEA and then address the needs of the other schools under their oversight.

There are no current plans to grow or expand the Gem Prep model into different regions of the State because the Board wants to ensure that the model is successful and the schools are thriving

before making any changes. They plan to pursue the development of a CMO called Gem Innovation Schools in the near future, hoping that the CMO will allow them to better share resources and staff. Any CMO would need to be a distinct entity from the schools, with limited board membership overlap.

Financially, the school is in a relatively strong position, in part because of significant donations from the J.A. and Kathryn Albertson Family Foundation that will continue through the 2018-19 school year. The Board understands that the school will need to maintain consistent enrollment in order to stay financially solvent after the end of the grant term. They also stressed the competence of and the fiscally responsible nature of the schools' administrators.

Strengths:

- Board is an experienced operator of a successful school.
- Clear commitment to high quality, personalized education.

Area of concern:

- Due to the commencement of operations at Gem Prep: Nampa and the separation of Gem Prep: Pocatello from I-DEA, the Board faces a significant increase in responsibility and workload. With the Board's primary focus upon I-DEA, combined with the inevitable growing pains of opening the new, larger school in Nampa, the board must actively ensure that GPP gets the attention it needs.

# Gem Prep: Pocatello



## Charter Petition

Grades K-12

Proposed Opening: August 2017 ~~Began as an I-DEA program~~ Fall 2014 convert to a LEA Charter School August 2017

Primary Attendance Area:

Pocatello School District

*Submitted: June 1, 2016*

*Resubmitted on July 11, 2016*

*Charter Submitted by:*

*Primary:* Jason Bransford, ~~CEO of Gem Innovation Schools~~ Gem Prep: Pocatello Director  
jasonbransford@idahoidea.org

*Secondary:* Gerald Love, Principal Gem Prep: Pocatello  
geraldlove@gemprep.org

1451 Jessie Clark Lane  
Pocatello, ID 83202  
208.238.1388

### **Non-Discrimination Statement:**

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: Executive Summary, Mission, Vision, Legislative Intent

## Executive Summary

Bill Daggett, CEO for the International Center for Leadership in Education, has said that “if Rip Van Winkle woke up today, the only thing he’d recognize is a public school classroom.” Lives have changed. Technology is woven into the very fabric of society in nearly every way. Communication, work, entertainment, etc., have all evolved to include technology. However, Idaho schools have yet to unlock the full power of technology to transform the learning experience for students. The Idaho education landscape lacks examples of schools using innovation to significantly improve the teaching and learning experience for students and teachers. While some schools have introduced technology into the classroom, few are using it to enable relevant, personalized and data driven instruction. The stark reality is that personalized learning, which is adaptive and capable of challenging students at their comprehension level, is in high demand but in short supply in Idaho. Without models demonstrating what is possible, we risk a continuing gap between the education our children receive and the world they will be expected to inherit.

Proficiency in reading, writing, and math has traditionally been the entry-level threshold to the job market, but the 21st century’s global economy will require a workforce with a different set of skills in order to be competitive. Future employees will need a more diverse skillset combining learning skills, literacy skills, and life skills. Students will need to be exceptional critical thinkers, problem solvers, innovators, communicators and collaborators in order to be competitive in tomorrow’s marketplace.

Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. This lack of high quality schooling options is limiting the potential of Idaho’s youth as well as having a detrimental impact on the state’s economy. Idaho currently has the second highest percentage of minimum wage earners in the nation, and one of the lowest percentages of college degrees<sup>1</sup>; ranking 46<sup>th</sup> across the nation in number of high school students matriculating to college<sup>2</sup>, with only 23% of Idahoans completing a bachelor’s degree or higher.<sup>3</sup> These educational attainment rates do not match the needs of the workforce or those of employers. The Idaho Business Exchange Workforce Needs survey has reported that 43% of workers will need a Bachelor’s degree or more to fill the jobs employers anticipate, predicting a shortage of qualified workers in the years to come. According to the Rethink Series Report by the J.A. and Kathryn Albertson

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<sup>1</sup> <http://media.spokesman.com/documents/2014/03/minwage-pc-3-25-14.pdf>

<sup>2</sup> National Center for Education Statistics, 2014

<sup>3</sup> *Field Guide to Idaho Education*, Idaho State Board of Education, 2014.

Foundation, Idaho needs to increase its share of young workers with a post-secondary degree by 33%. Increasing the supply of high quality educational options is essential, not only for the expanding options for young people but for the vitality of Idaho's economy. Gem Prep: Pocatello strives to enable students to set and excel to high standards, to become well-rounded, life-long learners, and to be able to compete successfully in the 21st century global economy.

In a rapidly changing world, data-driven personalized learning is an educational apex; preparing students for an exciting tomorrow, by providing a transformative education which allows students to reach their individual potentials while producing critical thinkers, achievers and life-long learners. Gem Prep: Pocatello ~~will~~ is helping fill Idaho's need for effective, dynamic and powerful schools, which prepare students for post-secondary success.

After a great deal of research on best-practices and results-driven educational innovation, the ~~Leadership~~Administrative Team began networking with some of the most highly successful blended learning schools in our nation such as KIPP, Rocketship, Alpha Public Schools, Summit Public Schools, and Rocky Mountain Prep. Having garnered the best practices from these schools, Gem Prep: Pocatello developed a blended learning model which focuses on the personalized nature of learning and the ability to deliver individualized instruction to students.

The Gem Prep: Pocatello model places high performing teachers in the classroom with powerful online learning programs. We are focused on individualized instruction and encouraging advancement at the student's own pace. When students master an educational concept, they are quickly introduced to the next step; advancing at their own level. Additionally, the use of adaptive technology offers the ability for students to encounter material presented in a way that is engaging and meaningful to them, while also providing formative data assessments that provide feedback on the growth and development of each student to the educator. These formative assessments give the educator a fast track to what concepts are being mastered and easily identify areas where additional support may be needed in order to allow the student to truly understand and become skilled in the subject matter.

The situation in the State of Idaho in terms of educational attainment is increasingly worrisome and there is a clear lack of K-12 schools preparing students for the jobs that will be available in the future. As the gap between necessary global workplace skills and current statewide educational outcomes widen, Gem Prep: Pocatello was created to prepare Idaho's students for the world they will inherit.

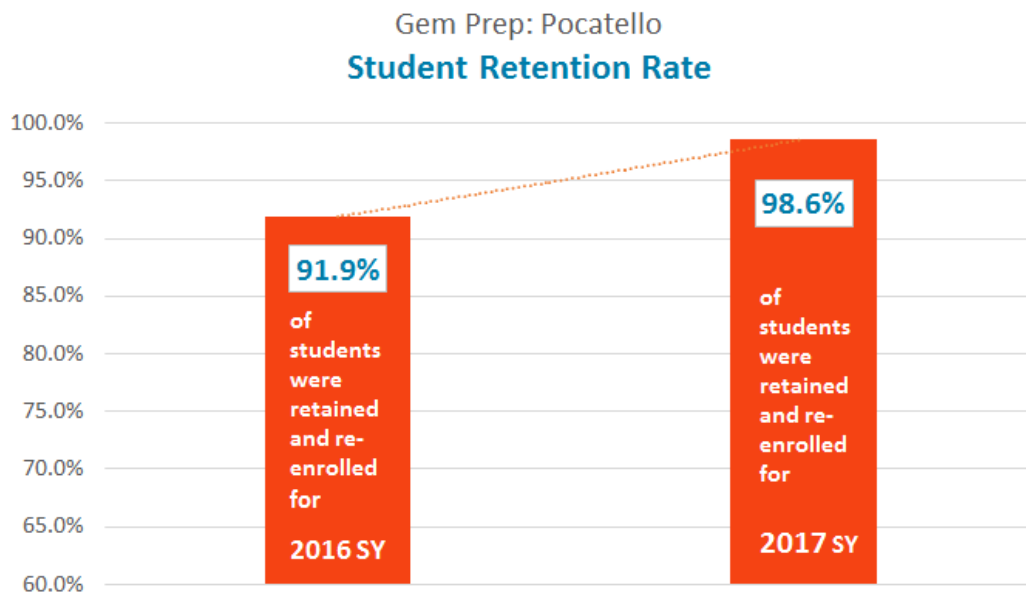
Success of Gem Prep: Pocatello will be defined by the accomplishment of the goals and metrics outlined in Tab 4 (MSES), which will academically prepare Gem Prep: Pocatello students who are the heirs to tomorrow's economy.

## Community Need and Interest

Pocatello School District 25 is the fourth largest school district in Idaho. With Idaho schools ranking one of the lowest nationally in dollars spent per student on education, school districts statewide are taxed, endeavoring to make the most of each dollar to meet the ever-increasing demand to improve, innovate and prepare students for the developing global marketplace in which they will be asked to compete.

The Pocatello/Chubbuck community has a significant interest in charter schools. Charter schools enrolled 892 students in 2015, leaving an additional 360 students on local charter schools' waiting lists. An additional high quality educational choice for students in the Pocatello/Chubbuck region is greatly needed; one which serves students on an individualized basis utilizing innovative technology.

Gem Prep: Pocatello ~~will~~ is helping to fill this need by providing another educational option for parents wanting a high performing school for their children. As a program under the I-DEA charter, Gem Prep: Pocatello has been in operation since 2014. Currently, Gem Prep: Pocatello has 116 students who have completed enrollment for 2016-2017, with an additional 41 students on the wait list. Grades kindergarten through third grade are at full enrollment. The program served 43 (K-1) students in 2014-2015 and 72 (K-3) students in 2015-2016, providing individualized attention and growth opportunities which students may not have been able to receive within the school choices in the local area. The chart below reinforces the community need for the unique blended learning model available through Gem Prep: Pocatello, showing a high and growing enrollment retention rate for the past two consecutive years.



Note: SY 2015-2016 retention rate would be calculated at 100% of students re-enrolling for SY2016-2017, if GPP included students who would re-enroll, but whose families moved outside of the enrollment area.

(Two GPP students moved to the Nampa area and are now enrolled in the Gem Prep: Nampa for SY 2017.)

Expected final enrollment for 2016-2017 is a total of 126 students in grades K-4. At its peak anticipated enrollment of 312 students in K-12<sup>th</sup> grades, Gem Prep: Pocatello is uniquely qualified to provide another high-performing school option to the local community. The continued high retention rate along with the completed early enrollment and waiting list numbers indicate a community demand for the blended learning model. Another quantifier, pointing toward community interest and need for the high school blended learning model within the Pocatello area, is a recent parent survey. After informing parents about the Gem Prep: Pocatello 7-12<sup>th</sup> grade model, one hundred percent of parents surveyed confirmed their intentions of continued enrollment through the 12<sup>th</sup> grade. One hundred percent of responders also believe that Gem Prep: Pocatello offers a unique program which is not duplicated in the attendance area.

The Gem Prep: Pocatello high school blended, flex model is unique to the Pocatello attendance area, as well as to the state; incorporating a blend of face-to-face classes, online classes, dual credit classes and virtual classes all facilitated from the school campus. Gem Prep: Pocatello is not considered a virtual school, as virtual options are only one component of the program as a whole. Inherent in the Gem Prep: Pocatello model is the ability for students to access high quality teachers in any given subject without regard to the campus location through real-time virtual classrooms. The program will enable students in Gem Prep: Pocatello greater access to quality teachers from multiple regions around the state, because the hiring candidate pool is not limited to a 30+ mile radius around one particular enrollment area.

### **Founding Team Leveraging Experience & Success**

~~Gem Prep: Pocatello's leverages the experience and expertise of the Idaho Distance Education Academy's (I-DEA) proven administrative team who have~~ has successfully lead Idaho Distance Education Academy's online learning environment for over a decade, and ~~who have~~ has taken I-DEA into the Idaho Five-Star rating arena. The Team has a demonstrated track record of preparing students for success in college and professional technical careers. Through a continued focus on excellence in education, these same leaders' successes include the following accomplishments:

- **GPP Program History.** Since 2014, I-DEA has developed and implemented a face-to-face campus program, utilizing the knowledge and practices learned through I-DEA to transition a way to meet the needs of students who desire a more individualized, adaptive, face-to-face educational program.
- **GPP Academic Progress.** Gem Prep: Pocatello administered the NWEA national MAP academic growth assessment to K-2 students in the 2015/2016 school year. This assessment is administered in over 5,000 school districts nationwide. GPP's kindergarten class performed in the 74<sup>th</sup> percentile for growth nationally in reading and the 95<sup>th</sup> percentile in math achievement. The first grade class performed in the 95<sup>th</sup> percentile in achievement in reading, and the 99<sup>th</sup> percentile for academic growth in math. GPP's second grade class performed in the 93<sup>rd</sup> percentile nationally in achievement in reading and the 99<sup>th</sup> percentile

for academic growth in math. Preliminary spring 2016 ISAT results show that Gem Prep: Pocatello 3rd grade students scored 21% above the state average in ELA and 4% above the state average in math.

- **GPP High Parent Satisfaction Rates.** March 2016 data shows a high rate of satisfaction and participation, with 100% of parents volunteering with the program both during and outside of school hours. Gem Prep: Pocatello engages parents as partners, and finds unique ways for all parents to be included. Parents may count sessions such as back to school night, parent/teacher conferences, student performances, field trips, bus ridership, etc., all as volunteer opportunities. In the April 2016 parent satisfaction survey, 91% of parents responded that Gem Prep: Pocatello administrators have created an environment conducive to student learning, with 83% stating that their students enjoy going to school and 72% of parents visiting the campus at least on a monthly basis.
- **I-DEA Official “Go On” School.** Since 2011, I-DEA has been rated a “Go On” school by the J.A. and Kathryn Albertson Foundation.
- **I-DEA High SAT.** ~~During the 2012-2013, 2013-2014 and 2014-2015 school years, I-DEA students performed in the top 10% of all schools statewide. Every year since the SAT has been proctored statewide, I-DEA has been in the top 10 of all schools statewide.~~
- **I-DEA Dual credit success.** Each year, over 80% of I-DEA graduates have completed at least one college course and 20% of graduates leave I-DEA with an associate’s degree.

Gem Prep: Pocatello ~~will be~~ is operated by a seasoned charter school ~~leadership administrative~~ team which has 11 + years of experience managing I-DEA, with governance from a Board which provides expertise in all of the functions needed to run a successful school.

The chart below outlines the experience and areas of expertise of our Board and ~~leadership administrative~~ team.

Team Member	Finance	Educational Program	Education Innovation	New School Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Development/Fundraising	School Administration	Distance Learning	Special Populations	Technology and Data	Board Member
<b>Jason Bransford, CEO</b> <b>Director</b>	X	X	X	X		X		X	X	X	X	X		
<b>Barb Femreite, CFO</b> <b>Business Manager</b>	X			X	X	X	X		X		X			
<b>Josh Femreite, COO</b> <b>Operations Administrator</b>			X	X	X		X				X		X	
<b>Laurie Wolfe, CAO</b> <b>Academic Administrator</b>		X	X	X						X	X	X	X	
<b>Jill Call</b>		X	X											X
<b>Shana Codr</b>		X						X				X		X
<b>Allison Akhnoukh</b>			X	X			X		X	X				X
<b>Bonnie Freytag</b>								X						X
<b>Murray Stanton</b>						X	X							X
<b>Dennis Turner</b>				X		X	X	X						X
<b>Roger Stewart</b>		X	X			X		X		X			X	X

The board and leadership administrative team has a contagious passion for education, a passion that ignites educators and students alike, and has a keen ability to transform their passion into consistent, measurable results. We realize that the ultimate success as educators is not only measured by immediate student outcomes, but also by the essential



preparation of students for the purpose of inheriting and succeeding in the future global economy.

*Please see Appendix D-1 for Board Resumes and D-4 for Leadership Administrative Team Resumes.*

## Vision

Gem Prep: Pocatello will be a K-12, personalized, college and career preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning we will engage students in 21<sup>st</sup> century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

The School will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

## Mission

To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

## Key Elements

Gem Prep: Pocatello is grounded in 21<sup>st</sup> century learning and innovative school practices.

- **High Expectations and Rigor:** The School's focus is on 21<sup>st</sup> century learning and critical thinking skills. Gem Prep: Pocatello believes all students can learn at the very highest levels and they will continually revise their work and improve their skills. Gem Prep: Pocatello will prepare all students for a post-secondary education, by offering dual credit during high school and an alignment of our curriculum with Common Core.
- **Personalization.** The instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The School is grounded in the importance of using data to drive instruction, and uses formative assessment and other data to continually adjust instruction and necessary interventions.

- **Innovation.** Gem Prep: Pocatello believes strongly in the importance of continual improvement and innovation. The organization will constantly review performance data and make adjustments to the school model as necessary.

## Legislative Intent

Gem Prep: Pocatello's vision and mission further enforces our focus on the legislative intent for public charter schools (Idaho Code 33-5202) as we seek the following objectives:

1. Gem Prep: Pocatello's K-12 personalized and online curricula ~~will~~ has increase the learning opportunities for all students by offering these specialized programs through Idaho's public school system. The programs focus on enriching student learning through increasing rigor and educational opportunities and choice as well as critical thinking.
2. Gem Prep: Pocatello provides parents and students with expanded choices in the types of educational opportunities available within the public school system. Gem Prep: Pocatello offers its community a school of choice where choice and college preparation are at the heart of its philosophy and teaching.

The Board of Gem Prep: Pocatello operates and oversees Gem Prep: Pocatello with the intent to:

1. Use data to improve student learning;
2. Utilize personalized and blended learning;
3. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
4. Include the use of innovative teaching methods;
5. Ensure differentiated instruction with research based materials, online learning opportunities, and teaching strategies shared between teachers and parents;
6. Create new professional opportunities for teachers;
7. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
8. Hold the school established under this charter accountable for meeting measurable student educational standards. (Excerpt of Idaho Code 33-5202).

## Tab 2: Proposed Operations and Potential Effects of the Charter School

### Legal Status

Gem Prep: Pocatello, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation will be organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. The Articles of Incorporation for Gem Prep: Meridian were filed with the Secretary of the State of Idaho on March 23, 2015 and an Employer Identification Number has been received. An Articles of Amendment for a name change to Gem Prep: Pocatello was filed and approved on December 21, 2015. The CFO Business Manager is in the process of filing an Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (form1023).

In this document, the Charter School is the petitioning entity and is referred to as “Gem Prep: Pocatello.”

Gem Prep: Pocatello, Inc., will apply to become its own LEA and will be responsible for all programs, finances, reporting and monitoring.

### Articles of Incorporation

The Articles of Incorporation are included in Appendix A-1. See Appendix A-2 for Articles of Amendment for Name Change.

### Bylaws

Gem Prep: Pocatello Charter School Bylaws are included in Appendix A-3.

### The Charter School’s Potential Effects

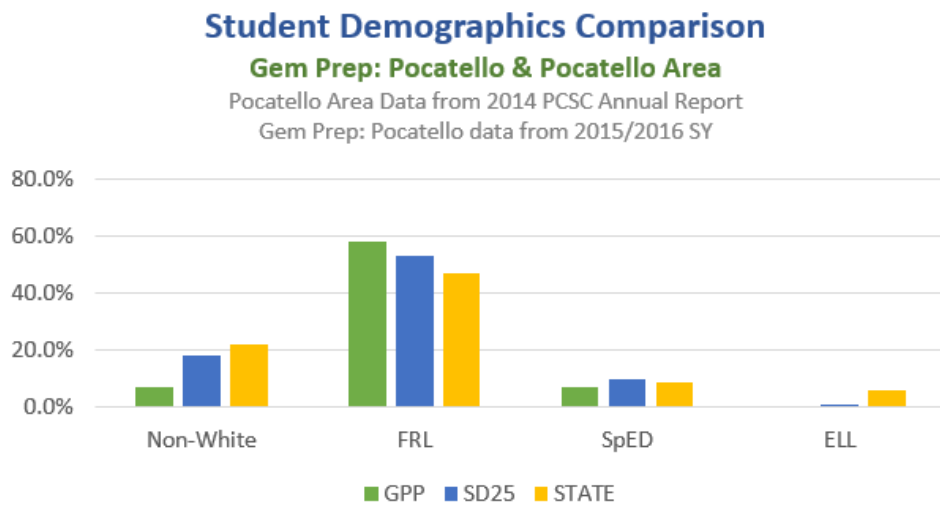
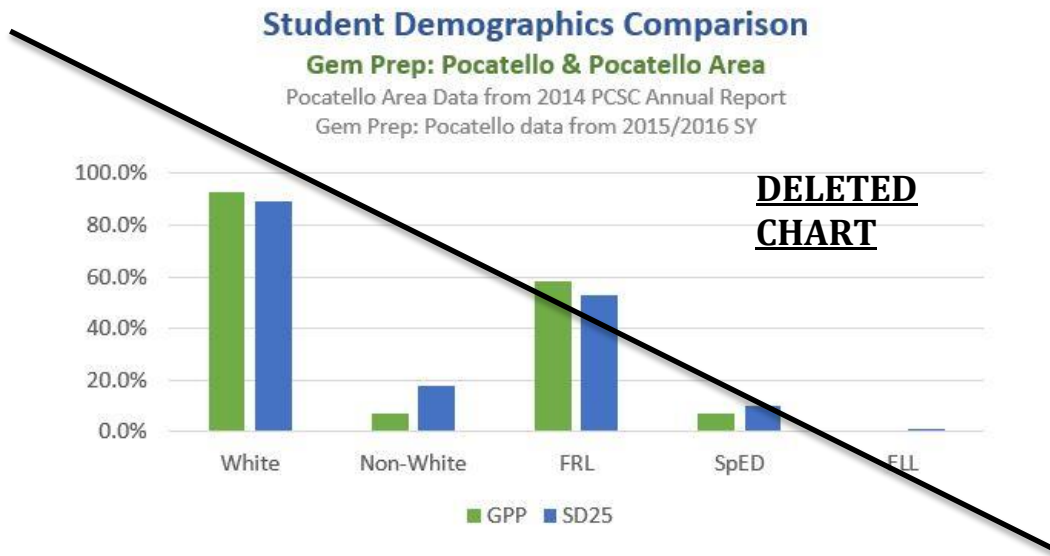
By locating in the Pocatello area, the school ~~will provide~~ provides an additional choice of a personalized, college and career preparatory school. There is a tangible need for schools that are using technology to enhance the learning experience for students, particularly adaptive technology that allows students to be challenged at their capability level on a daily basis. Additionally, the Pocatello School District 25 is one of the largest school districts in Idaho with a significant number of students currently on waiting lists for the existing charter schools, demonstrating the demand for more charter schools.

## Enrollment Trends

The Shifting Sands August 2014 Technical Report estimates that Idaho’s Region 5 school age population growth trend will remain stable, with some areas losing students while others are gaining. The Pocatello/Chubbuck vicinity will see minimal school-age population growth through 2019. *Please see Appendix H-2 for Shifting Sands report.*

## Student Demographics

Gem Prep: Pocatello will closely mirror the student demographic population of the Pocatello/Chubbuck area. See comparison chart below.



## Demand

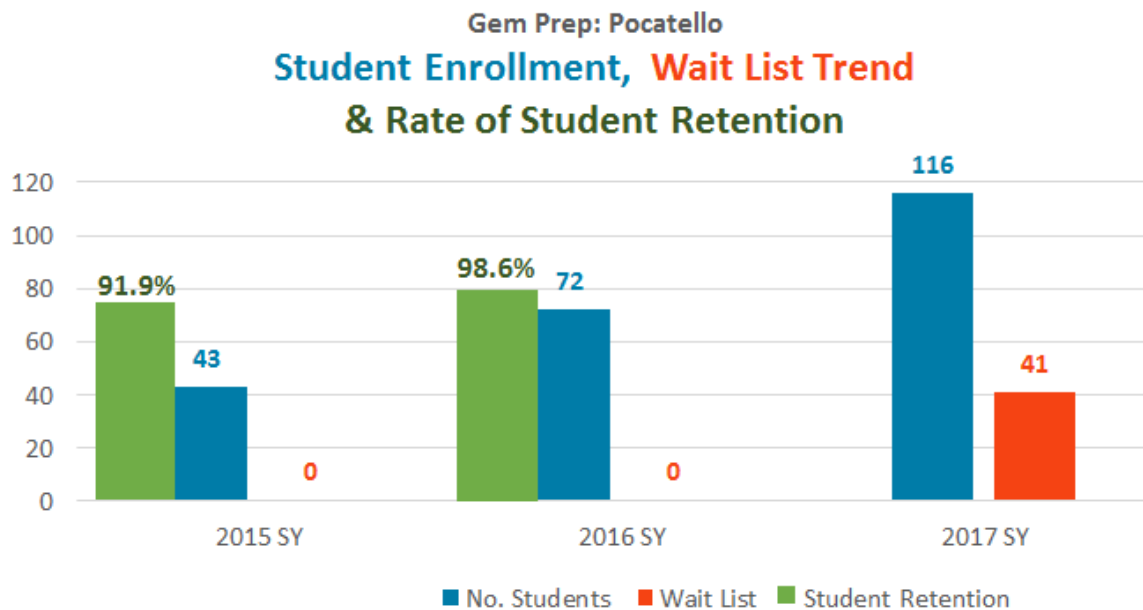
As of the 2016-2017 school year lottery draws, there are 961 students enrolled in charter schools, with 483 students on the waiting lists of charter schools located within the attendance area. Enrollment in Pocatello area charter schools increased 69 students from

the 2015-2016 school year to the 2016-2017 school year, with the number of students on a wait list for a charter school increasing 122 students. The demand for these schools is considerable in regard to available capacity. (Acknowledging that there is likely duplication of students across a number of the waitlists).

Gem Prep: Pocatello can help relieve the burden, while at the same time creating a transformative educational footprint that will create opportunities for 21<sup>st</sup> century learning and for teachers.

~~At the completion of the 2016-2017 lottery draw~~ Currently for the 2016-2017 school year, Gem Prep: Pocatello has 116 students who have completed the enrollment process filling grades K-3 to full enrollment, and 41 ~~Forty-one students who were placed~~ are on the enrollment waiting list. It is anticipated that enrollment will increase to the available capacity of 126 students and the wait list will continue to grow throughout the spring and early summer. The 2016-2017 enrollment and wait-list numbers are a strong indication of local demand for The School. The academic and overall student success seen in the first two years of program operation, have ignited parent passion for the school and families are sharing their Gem Prep: Pocatello experience with a growing number of people within the enrollment area.

See chart below for enrollment, retention and wait list trends, showing that as communication about the unique opportunities available through the Gem Prep: Pocatello program has reached the Pocatello constituents, demand for student placement has effectually increased. The retention rate alone substantiates the community's desire for this individualized education option for their students.



Note 1: Retention rate is calculated as percentage of students who re-enrolled for the following school year.

Note 2: Retention rate for 2016 SY would be 100%, except for two students moved out of the area. However both students will be attending Gem Prep: Nampa for 2017 SY.

Gem Prep: Pocatello ~~will serve~~ erves all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students, etc. (See Tab 3 for more information and how Gem Prep: Pocatello will serve these students.)

### **Potential Impact on Local School Districts**

At its target enrollment of approximately 312 students, and because of Gem Prep: Pocatello's mentor teacher counseling system, it is anticipated a high percent of students will have an advanced degree by the time they graduate from high school. Further, because most of Gem Prep: Pocatello's graduates will successfully complete at least one college level course in high school, matriculation and completion of college will be much higher than the state averages. This will increase the number of students who are going on to college or to highly employable careers, thereby having a significantly positive impact on the economic landscape of Idaho.

Gem Prep: Pocatello enrollment expectation for the 2016-2017 year is 126 students, an increase of 54 students. It is expected the additional 30 students will come from various schools within the Pocatello/Chubbuck area with Pocatello School District 25 (PSD25) being the primary source of the student transfer. Assuming all 54 new students transfer from PSD25, there will be a reduction of 1.87 support units (assuming an ADA % of 95%) with an estimated reduction of State foundation support to PSD25 of \$183,658 which is approximately 0.33% of their projected foundation funding for FY2015-2016.

~~Gem Prep: Pocatello is expected to have 156 students enrolled in year one of the charter, 126 of those students will already be attending I-DEA's Gem Prep: Pocatello program. It is expected the additional 30 students will come from various schools within the Pocatello/Chubbuck area with Pocatello School District 25 (PSD25) being the primary source of the student transfer. An additional 30 students are anticipated for the 2017-2018 school year. Assuming all 30 new students transfer from PSD25, there will be a reduction of 1.24 support units (assuming an ADA % of 95%) with an estimated reduction of State foundation support to PSD25 of \$121,784 which is approximately 0.22% of their projected foundation funding for FY2015-2016.~~

*Please see Appendix I for Detailed Fiscal Impact.*

### **Proposed Location: Primary Attendance Area**

The school ~~will be~~ is physically located within the Pocatello School District 25 at 1451 Jessie Clark Lane, Pocatello, Idaho 83202. Gem Prep: Pocatello's attendance area ~~will include~~ s all of Pocatello School District 25.

*Please see Appendix K for a Map of the Primary Attendance Area*

## Signatures of Qualified Electors

Certified signatures of at least thirty (30) qualified electors of the proposed charter school are included in Appendix B.

## Facilities

At full scale, Gem Prep: Pocatello will require approximately 20,000 square feet. The assumption of classroom square feet per child is broken down to 48 square feet per child in Kindergarten, 35 square feet per child in grades 1-3 and 30 square feet per child in grades 4-12. There will be 5,000 square feet needed for multi-purpose areas (cafeteria, library, rec room), an additional 3,000 square feet needed for administration and faculty, and an additional 10% of total need for circulation and restrooms. Gem Prep: Pocatello does not currently have any organized sports planned, so as such there will not be any planned space for these activities.

At the K-6 grade levels Gem Prep: Pocatello requires classrooms that will allow teachers and students the ability to move around and re-organize their room to accommodate the station rotation model. Each classroom will have access to high capacity wireless Internet and Chrome books for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate the shared course model. Structurally, the school requires a facility that will allow adaptation of the learning environment as needed.

### Option 1:

Gem Prep: Pocatello will ~~continue to lease~~ sublease the approximate 5,000 sq. ft. Idaho Conference of Seventh-Day Adventists, Inc., building from ~~the Idaho Conference of Seventh-Day Adventists, Inc.~~, I-DEA at 1451 Jessie Clark Lane and the 2.5 modular buildings from Idaho Distance Education Academy. These buildings will house the K-5 grade classes as well as administrative staff and lunch room. In ~~year 2~~ 2018SY Gem Prep: Pocatello will lease 3 modular buildings for grades K-6. Gem Prep: Pocatello will lease an additional modular building allowing expansion to K-8 grades in the year 3 2019SY. In ~~year four~~ the 2020SY Gem Prep: Pocatello will investigate plans to build an additional 10,000 sq. ft. building on site, either leasing or purchasing the land from the Idaho Conference of Seventh-Day Adventists, Inc. The new building will contain space for grades 9-12 as well as a new multipurpose room and cafeteria.

Gem Prep: Pocatello will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. The School will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities. Gem Prep: Pocatello will provide regular inspections of the facilities for health, safety and fire compliance and provide copies of these

reports upon request. See Appendix E-1 I-DEA Lease, E-2 Sublease Approval Agreement Letter, E-3 I-DEA Modular Lease.

## **Administrative Services**

The Administrative services are provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Pocatello will have employ a part-time director, a part-time business manager, a part-time academic officer and a part-time operations officer. The certified Principal and staff will provide school site administration, leadership and day-to-day operations with support from the Board. The Board will execute an agreement between Gem Prep: Pocatello and Idaho Distance Education Academy (I-DEA) to contract with I-DEA for professional services such as a Director, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Special Education Director, technology services and business operation services. The Chief Financial Officer will manage financial affairs in conjunction with the school principal and the on-site school operations manager. The I-DEA leadership team is in the process of creating a charter management organization, and it is the intention of Gem Prep: Pocatello to transfer the contract for professional services contract to with a the CMO at the completion of the first charter renewal cycle. See Tab 5-Governance for additional detail on responsibilities and for the organizational chart.

The performance certificate agreement will be made between the authorizer and the Gem Prep: Pocatello Board.

~~The I-DEA professional services agreement will provide management and operational services for Gem Prep: Pocatello, a non-profit, local education agency ("LEA") public charter school in the state of Idaho.~~

*Please see Appendix E-2 for the Draft Professional Services Agreement.*

## **Liability and Insurance**

### **Civil Liability**

To the fullest extent permitted by law, Gem Prep: Pocatello agrees to indemnify and hold harmless the State of Idaho, the authorizing entity or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving



district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school. Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and Gem Prep: Pocatello. Gem Prep: Pocatello will procure and maintain a policy of general liability insurance and property insurance, and directors and officers and errors and omissions insurance in the amount required by state law. Gem Prep: Pocatello will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

### Anticipated Enrollment

The chart below outlines the anticipated growth plan for the School, for which the financial model has been developed. Expected average class size for grades K-3 is 24 students and for grades 4-6 is 30 students. In the blended learning model, teachers will be frequently meeting with smaller groups of 4-5 students at the elementary level. At the secondary level class sizes will vary, but will rarely exceed 30 students.

**Gem Prep: Pocatello Anticipated Enrollment**

Grade	2017-2018 Y1	2018-2019 Y2	2019-2020 Y3	2020-2021 Y4	2021-2022 Y5	2022-2023 Y6
K	24	24	24	24	24	24
1ST	24	24	24	24	24	24
2ND	24	24	24	24	24	24
3RD	24	24	24	24	24	24
4TH	30	30	30	30	30	30
5TH	30	30	30	30	30	30
6TH		30	30	30	30	30
7TH			23	23	23	23
8TH			23	23	23	23
9TH				20	20	20
10TH				20	20	20
11TH					20	20
12TH						20
	<b>156</b>	<b>186</b>	<b>232</b>	<b>272</b>	<b>292</b>	<b>312</b>

**DELETED  
CHART**

## Gem Prep: Pocatello Anticipated Enrollment

\*2016-17 4th grade is anticipated at 30 students. All other grades are full for 2016-17.

Program Historical Enrollment			Grade	School Anticipated Enrollment (2017-2022)					
2014-15	2015-16	2016-17*		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
24	24	24	K	24	24	24	24	24	24
24	24	24	1st	24	24	24	24	24	24
	13	24	2nd	24	24	24	24	24	24
	10	24	3rd	24	24	24	24	24	24
		30	4th	30	30	30	30	30	30
			5th	30	30	30	30	30	30
			6th		30	30	30	30	30
			7th			23	23	23	23
			8th			23	23	23	23
			9th				20	20	20
			10th				20	20	20
			11th					20	20
			12th						20
<b>48</b>	<b>71</b>	<b>126</b>		<b>156</b>	<b>186</b>	<b>232</b>	<b>272</b>	<b>292</b>	<b>312</b>

## Tab 3: Educational Programs and School Goals

### An Educated Person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> Century is prepared to use technology appropriately and strategically to solve problems, find information, evaluate sources, make connections, forge deeper understandings, and effectively communicate with others.

An education person in the 21<sup>st</sup> Century asks and answers challenging questions, solves problems, and reflects critically on their work and performance to inform future progress.

An educated person in the 21<sup>st</sup> Century demonstrates self-management and self-awareness. They demonstrate resilience and perseverance when faced with challenges. They acknowledge when they need assistance and when they can be of assistance to others.

An educated person in the 21<sup>st</sup> Century understands and acts upon their responsibility to the larger community. They are able to listen respectfully, work through challenges, and collaborate productively with others from different backgrounds, experiences and perspectives.

### How Learning Best Occurs

Gem Prep: Pocatello's objective is to build and foster a community of learners which view education as not confined to the traditional four walls of a classroom; but rather, as an exchange of knowledge and ideas through technology, effective curriculum, effective instruction and personal relationships.

Gem Prep: Pocatello's core educational philosophy is that learning occurs when:

- learners construct meaning;
- learners are actively engaged in purposeful tasks;
- learners are expected and encouraged to learn;
- activities are integrated and meaningful;
- learners see themselves as part of the community and find ways to serve the community;
- learners see the connection between what they learn and the real world;
- learners are provided with support as an intrinsic part of the educational program;
- learners have challenging learning opportunities.

Gem Prep: Pocatello will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

## Educational Program and Goals

In developing an initial school model, the leadership administrative team and Board sought to incorporate successful best practices from its virtual school (I-DEA) as well as high performing charter schools across the nation. The team has been influenced by the success of high performing blended learning schools such as Rocketship, KIPP LA, Summit Public Schools, Alpha Public Schools, Rocky Mountain Prep and others. At the same time, the school model created is unique to Gem Prep: Pocatello, as it strives to meet the needs of the target student population and work within the Idaho operating environment.

Differentiated from what has traditionally been referred to in the current educational landscape as blended learning, the Gem Prep: Pocatello model pivots strongly on personalization. Students are enabled to progress through curriculum at their own pace while still enjoying meaningful community with their peers, who may be at a completely different academic level on any given subject.

The table below summarizes the origins of each component of the models described below:

<p><b>Component of current I-DEA model</b></p>	<ul style="list-style-type: none"> <li>• Offline curriculum (K-12)</li> <li>• Some online curriculum selections</li> <li>• Assessment cycles and data driven instruction</li> <li>• Dual enrollment</li> <li>• Learning Management System</li> <li>• Single subject acceleration model (students working ahead of grade level when ready)</li> <li>• 7-12 asynchronous statewide instruction model</li> </ul>
<p><b>Practice drawn from other high performing school models</b></p>	<ul style="list-style-type: none"> <li>• K-6 in classroom rotational model (including multi-age grouping for core Math/ELA content)</li> <li>• 7-12 Flex Model</li> <li>• Some online curriculum selections</li> <li>• Staffing model</li> <li>• Principal residency model</li> <li>• Actionable data reporting for teachers to inform instruction</li> </ul>

The key components of our model are as follows:

- **High Expectations and Rigor:** Gem Prep: Pocatello has a focus on 21<sup>st</sup> century learning and critical thinking skills. Students ~~will be~~ pushed to do the very best they can do. The School believes students can learn at the very highest levels and that they will continually revise their work and improve their skills. Students will be

prepared for a post-secondary education, including dual credit during high school and an alignment of our curriculum with Idaho Core. Gem Prep: Pocatello's graduation requirements meet or exceed that of the state.

- **Personalization.** The School's instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals and utilizing flexible time at the secondary level for self-directed learning. Pathways are available for students to pursue professional technical careers, careers for which traditional college is necessary, or a combination whereby students obtain technical certificates, which allow a student to self-fund their college education. The path of learning will look different for each student, as it will be tailored to his or her needs. In the K-6 model, students will be using a blended learning rotation model, and the 7-12 model will use a flexible blended learning model. Differentiated instruction will occur at these pathways—online adaptive instruction, as well as elective courses. Teachers will also do targeted small group instruction as a form of intervention and acceleration.
- **Data.** Gem Prep: Pocatello is grounded in the importance of using data to drive instruction. The School uses formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Very much related to the above, Gem Prep: Pocatello believes strongly in the importance of continual improvement and innovation. The organization will constantly review performance data and make adjustments to the school model as necessary.

The program at Gem Prep: Pocatello is a hybrid model, and will have blended learning at all levels. The Christensen Institute defines blended learning as: “a formal education program in which a student learns: 1) at least in part through online learning, with some element of student control over time, path and/or pace 2) at least in part in a supervised brick-and-mortar location away from home 3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.”<sup>4</sup>

Gem Prep: Pocatello identifies that while there are no large-scale, rigorous peer reviewed research studies currently available due to the fact that blended learning is considered somewhat new to the education landscape, the school has patterned the specific educational model after high performing blended learning schools in other states. These schools have demonstrated strong academic results and have considerable experience in implementing blended learning.

As with most innovation, Gem Prep: Pocatello realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep: Pocatello is committed to evaluating the academic impact of the blended learning instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments,

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<sup>4</sup> <http://www.christenseninstitute.org/key-concepts/blended-learning-2/>

evaluations and adjustments to facilitate successful student outcomes. We understand that newness, in and of itself, does not make something valuable, just as status quo does not always make something successful.

*Please see Appendix R-1 for information on adaptive blended and online learning.*

## School Goals

Gem Prep: Pocatello has the following educational goals.

School Goals	As Measured By
1. Students will be prepared for success in college and/or career upon graduation from high school.	<ul style="list-style-type: none"> <li>○ ISAT Scores</li> <li>○ SAT, ACT or Compass Scores</li> <li>○ The number of students who pass their dual credit courses with a grade of “C” or better</li> <li>○ Graduation Rates</li> <li>○ College graduation rates</li> </ul>
2. Students will participate in personalized learning experiences that are tailored to their individual needs and that give them significant choice in their learning, which will result in technologically capable young people who are self-motivated, lifelong learners.	<ul style="list-style-type: none"> <li>○ Benchmark Assessments</li> <li>○ Adaptive online assessments</li> </ul>
3. Teachers, students, and school leaders will use data to drive instruction and to improve learning outcomes, including implementing innovative new strategies and making adjustments to the school model.	<ul style="list-style-type: none"> <li>○ Student Surveys</li> <li>○ Narratives from Teachers and School Leaders</li> </ul>
4. Gem Prep: Pocatello will be a welcoming, safe, and inclusive school community.	<ul style="list-style-type: none"> <li>○ Average Daily Attendance rates</li> <li>○ School culture survey</li> <li>○ Parent Volunteering rates</li> </ul>

Please see Tab 4: MSES for methods of measuring goals, collecting data, monitoring progress and annual reporting of goals.

## K-6 Instruction

Gem Prep: Pocatello’s K-6 blended learning model will utilize a classroom rotational model that enables students to gain exposure to whole group, small group and independent (both

online and offline) instruction. Gem Prep: Pocatello uses multiple instructional delivery pathways to optimize student acquisition and mastery of clearly defined standards and goals. Methodology used contains a combination of teacher created and curated content; which includes both small group instruction and adaptive online learning programs.

A daily instructional experience will likely include:

- **Whole group instruction.** Each block ~~will~~ begins with teacher led whole group instructions introducing the focus for ~~the day's~~ today's lesson and providing an opportunity for students to work in heterogeneous groups.
- **Teacher led small group instruction.** The classroom teacher ~~will~~ works with a small group of students. The focus ~~will be~~ is on skill building with targeted support based on each individual student's needs. The teacher has instant access to each student's data and is able to tailor the small group instruction based on the real-time data from each student. The teachers utilize the data from the adaptable online programs and assessments to meet each student where they are, to determine where they need to be, and to develop and implement guided learning plans which promote student achievement and success.
- **Independent reading.** Gem Prep: Pocatello believes strongly in the importance of frequent independent reading as a way to promote fluency and foster a love of learning. During this station students ~~will~~ select appropriately leveled texts from the classroom library or online library.
- **Adaptive online curriculum.** Students ~~will~~ work independently with online curriculum. The online curriculum is personalized to each student and "adapts" based on historical performance. In addition, teachers ~~will be~~ are provided with data from the programs that they can use to inform whole and small group instruction. Examples of the types of online curriculum that may be used are DreamBox math, TenMarks math, ThinkCerca for argumentative writing. The adaptive curriculum enables students to be challenged every day in a dynamic learning environment. In any given class there may be students working in subject content below grade-level, on grade-level or two to three levels above their own grade level; while still being involved with their peers developing a strong sense of community within the class as a whole.
- **Small groups.** Students ~~will~~ work independently on projects and activities that reinforce the core skills being taught during the teacher led small and whole group instruction. During independent learning time students will work on adaptive learning software, online assignments and/or playlists. Online assignments may be assigned by the teacher or by the adaptive software program to personalize each students learning. Initially this work may be more independent. However over time, and with support from the Paraprofessional and/or volunteers, students will begin to work more collaboratively on projects.

*Please see Appendix R-2 for a diagram of the different learning modalities in K-6.*

### **Blended Learning: Rotation Model**

~~At the elementary school level, Gem Prep: Pocatello will use a rotation model for its personalized learning time. Students will rotate through independent learning, small~~



~~group work, and whole class work. During independent learning time students will work on adaptive learning software, online assignments and/or playlists. Online assignments may be assigned by the teacher or by the adaptive software program to personalize each students learning. Methodology used by Gem Prep: Pocatello will contain a combination of teacher created and curated content; which includes both small group instruction and adaptive online learning programs.~~

## 7-12 Instruction

The 7-12 model is not a virtual school model. It is a blended learning flex model with one of the components being virtual classrooms accessed from the Gem Prep: Pocatello school campus. The model will be driven by the following:

- **Sharing of highly qualified teachers across the state.** A cornerstone of the Gem Prep: Pocatello secondary school model is the sharing of teachers across all Gem Prep schools. Core subjects will be taught synchronously across the state with some students in person with the teachers while others access the lesson via live telecast with a paraprofessional providing supervision. All paraprofessionals\* will be highly qualified and possess the academic knowledge and skills to support students in each subject in which they supervise far end students (students on the receiving end of the telecast). ~~The paraprofessional's role during synchronous instruction is to ensure that the technology is working for the far end students so that they may actively participate in class with their peers around the state. Paras may also assist individual students who need additional support during in class instruction. Paraprofessionals will proctor quizzes and tests under the certified teacher's supervision during synchronous classes, ensure that students are on task, and communicate any student needs or concerns to the certified teacher.~~ Far end students will have the ability to interact with the certified teacher during the live telecast. They will also be able to ask questions and ~~of the certified teacher in class send messages and ask questions~~ via a chat feature to the certified teacher before, during and after class, write on a virtual whiteboard, participate in class discussions, and ask and answer questions from peers around the state. Certified teachers will also have online office hours during the week so that students can receive additional help, ask questions or clarify their understanding of course material with the teacher. In addition to ensuring students across the state have access to highly qualified teachers in each subject area, this model ensures financial sustainability by enabling teacher staffing to be spread across three smaller schools.
- **Early access to college courses and interest driven electives.** ~~Similar to the I-DEA virtual school model, s~~ Students will be encouraged to enroll in dual college credit courses both online and in person at local universities. Students across the entire 7-12 continuum will have access to over 200 courses through partnerships with Idaho Digital Learning (IDLA). In addition, high school students will have the opportunity to enroll in a vast array of courses at local universities. This program component also supports financial sustainability by reducing the number of students (particularly in grades 11 and 12) who require direct instruction and supervision on a daily basis.



- **Blended Learning: Flex Model:** Instead of the Rotation Model used at the elementary level, the 7-12 level will utilize a Flex Model. The Christensen Institute defines a Flex model as:

“a course or subject in which online learning is the backbone of the student learning, even if it directs students to offline activities at times. Students move on as individually customized, fluid schedule among learning modalities. The teacher of record is on site, and students learn mostly on the brick- and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects and individual tutoring.”

Gem Prep: Pocatello’s flex model is designed to mentor and encourage students to develop clear educational goals and expectations for achievement; and to simultaneously support students in their learning processes.

By individual design encompassing a variety of education tools (virtual classrooms, dual credit courses, on campus face-to-face instruction, fluid schedules, study blocks, etc.) students are able to create an education framework that meets their personal skills, abilities and interests, and which facilitates their progression toward their own goals. Gem Prep: Pocatello will use a broadcasting system to telecast live classes to other regions across the state. A natural byproduct of the Gem Prep: Pocatello’s personalized flex model is that students become adept in self-management, time-management, goal setting, and distance communication; all skills they will need for their future post-secondary academic and career pursuits.

#### \*Paraprofessional’s Role within the Flex Model

The paraprofessional’s role during synchronous instruction is to ensure that the technology is working for the far end students so that they may actively participate in class with their peers around the state. Paras may also assist individual students who need additional support during in class instruction. Paraprofessionals will proctor quizzes and tests under the certified teacher’s supervision during synchronous classes, ensure that students are on task, and communicate any student needs or concerns to the certified teacher.

## **7-12 Learning Modalities**

In the Gem Prep: Pocatello flex model of instruction, S-students in grades 7-12 experience a wide variety of rich and unique learning modalities, most of which are accessed directly from the school campus:

- **Synchronous Instruction – “Send”.** Students will receive core instruction (Math, English, Science and Social Studies) from a credentialed teacher. For a portion of these classes, the teacher will be based locally and students will interface with that teacher on site. While this teacher is working with students locally she will also be “sending” her lesson to other Gem Prep Schools’ location via live telecast. During this time with the teacher, teaching strategies may include direct instruction, Ssmall

Egroup/Cooperative Learning, and project based learning. Please see detailed description of synchronous instruction below.

- **Synchronous Instruction – “Receive”.** For a portion of core classes, students will “receive” live instruction from a teacher located in another Gem Prep School location. This instruction will be broadcast live via teleconference into the student’s local campus classroom. During this period, students will be supervised and supported by a paraprofessional locally while engaging in learning with their peer students across the state. (See ‘paraprofessional’s role’ in 7-12 instruction, above.)
- **Online.** Teacher led core instruction will be supplemented by online instruction. Students will work through content housed in the Learning Management System as well as adaptive online curriculum such as TenMarks and ThinkCirca. Students can move at their own pace to enable reinforcement and remediation of the core concepts taught during synchronous class time. Online learning takes place in a larger space with monitoring and support provided by a paraprofessional.
- **Asynchronous.** Students will have the opportunity to enroll in electives provided by approved vendors such as Idaho Digital Learning (IDLA). These courses will be taken asynchronously with students moving at their own pace through the material.
- **Off campus.** Students in grades 11 - 12 will have the opportunity to leave campus to take courses at local universities. Participation in these courses will enable students to receive college credit while they are still enrolled at Gem Prep: Pocatello. While we anticipate that most students will be able to provide their own transportation or utilize public transportation to access college campuses, we will evaluate the need to support students with transportation on an as needed basis.

*Please see Appendix R-3 for the diagram on the 7-12 learning model, and Appendix R-1 for information on adaptive blended learning.*

## Curriculum

### K-6 Curriculum

Gem Prep: Pocatello ~~will have~~ has a robust process for selecting curriculum. In line with the organizations commitment to data as described previously, each curriculum is evaluated against demonstrated capacity to increase student achievement. Curriculum is also closely evaluated to ensure that it aligns with Idaho Core standards in math and English Language Arts and Idaho Standards in all other subjects.

Gem Prep: Pocatello’s new and existing curriculum will be reviewed and evaluated on an annual basis. As well, student achievement data will be reviewed against common core standards to assess program effectiveness.

### Proposed Curricula for K-6:

	Offline	Online
ELA	<ul style="list-style-type: none"> <li>• Pearson’s Reading Street (1<sup>st</sup> – 6<sup>th</sup>)</li> <li>• EngageNY ELA</li> <li>• Stepping Stones (Kindergarten)</li> <li>• Handwriting Without Tears (K-4)</li> <li>• Zaner-Bloser Spelling Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Headsprout (K-4<sup>th</sup>)</li> <li>• Newsela (4<sup>th</sup>-6<sup>th</sup>)</li> <li>• ThinkCerca (4<sup>th</sup>-6<sup>th</sup>)</li> <li>•</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Singapore Math</li> <li>• EngageNY math</li> </ul>	<ul style="list-style-type: none"> <li>• Dreambox (K-2)</li> <li>• TenMarks (2<sup>nd</sup> – 6<sup>th</sup>)</li> <li>• Think Through Math</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science Fusion</li> </ul>	<ul style="list-style-type: none"> <li>• Science Fusion</li> <li>• Discovery</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Moving Beyond the Page</li> <li>• Scott Foresman Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery</li> </ul>

**Curriculum 7-12**

Gem Prep: Pocatello will leverage the curriculum that has been successfully used at I-DEA. Gem Prep: Pocatello’s core and supplemental curriculum, as well as the learning management system, will be adapted from those utilized through I-DEA, however the delivery of curriculum will follow the blended learning model. Essentially all curriculum delivery in I-DEA is asynchronous with students taking courses established by certified teachers, but with very little live instruction from the teachers. Whereas, in Gem Prep: Pocatello the delivery is a hybrid of synchronous and asynchronous. The direct instruction component for Gem Prep: Pocatello students will be further developed by the certified teachers, with supplemental resources augmenting the core curriculum and allowing for adaptivity to fit the blended learning model.

Curriculum can be accessed by students through the Learning Management System. Having this content housed within the organization’s LMS also enables seamless integration between the days when students are receiving synchronous teacher led instruction and days when they are working independently online.

In addition to the core curriculum used for each course, many courses contain supplemental curriculum to enhance student knowledge and skills in key content areas. The proposed curricular chart below illustrates specific core and supplemental curriculum.

## Proposed Curricula for 7-12

	Core Curriculum	Supplemental Curriculum
ELA	<ul style="list-style-type: none"> <li>• Pearson’s Common Core English interactive online textbook (7-12)</li> <li>• EngageNY ELA (7-12)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ThinkCerca (7-12)</li> <li>• Newsela (7-12)</li> </ul>
Math	<ul style="list-style-type: none"> <li>• EngageNY math (7-12)</li> <li>• Pearson’s Digits interactive math (7-8)</li> <li>• Pearson’s High School Mathematics Common Core (Algebra I and beyond)</li> </ul>	<ul style="list-style-type: none"> <li>• TenMarks (7-Algebra II)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• CK 12 Life Science, Earth Science, Physical Science, Biology, Chemistry, Physics (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery</li> <li>• Hippocampus</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt online social studies textbooks (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery</li> <li>• Hippocampus</li> </ul>

### Estimate of student time spent in each of the learning modalities

The chart below is a sample weekly schedule for an 8<sup>th</sup> grade student at Gem Prep: Pocatello, which illustrates approximately how much time students will spend in each of the learning modalities during a given week. During the times when students are not participating in synchronous courses, they will be logged into their learning management system and completing assigned projects, independent coursework, designated readings, group projects, etc. The curriculum and content students complete during their asynchronous time may vary widely depending upon the requirements of each given course.

#### Sample 8<sup>th</sup> Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class
9:05 - 10:05	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography

10:10 - 11:10	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class
11:15 - 12:15	Synchronous English Class	Asynchronous English Block	Synchronous English Class	Asynchronous English Block	Synchronous English Class
12:15 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:55 - 1:55	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health
2:00 - 3:00	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies

When students are working in asynchronous blocks, they will be supported by certified teachers and/or paraprofessionals providing tutoring, course assistance monitoring, etc. This additional structure assists students with necessary tools, time management and support, and also provides a level of expertise and encouragement toward student success.

## Education Thoroughness Standards

Gem Prep: Pocatello addresses and fulfills the requirements and goals of 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.*

Objectives: Gem Prep: Pocatello will:

- Adhere to a philosophy that is focused on character development that promotes student respect for themselves and others.
- Develop a health and safety policy to provide guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility that adopts policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including 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: Gem Prep: Pocatello will:

- Establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community.
- Follow the guiding principles of a classroom discipline model focused on respect for oneself and ones learning environment.
- 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: Gem Prep: Pocatello will:

- Adhere to a philosophy that focuses on character development, emphasizing the importance of adults modeling.
- 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.

### **STANDARD D**

**The skills necessary to communicate effectively are taught.**

*Goal: Teach students a range of effective communication skills, both written and oral; skills appropriate for the 21st century.*

Objectives: Gem Prep: Pocatello will:

- Integrate meaningful language experience in reading, writing, oral presentation and spelling, across the content areas.
- Provide a technology-rich environment to enable students to assess information, process ideas and communicate results.

### **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 which grounds a student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.*

Objectives: Gem Prep: Pocatello will:

- Use the Idaho State Department of Education's Core Standards as a starting point to engage students in research-based and evidence-based pedagogy a prerequisite for college and career readiness.
- Emphasize American history and the lives and writings of the Founders.
- Integrate business and economic concepts.
- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- 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: Teach students "Habits of Mind" that are essential to post-secondary education and the work place, i.e. persistence, flexible thinking, metacognition, innovation, risk taking, lifelong learning, problem-solving, etc.*

Objectives: Gem Prep: Pocatello will:

- Utilize a social emotional learning program such as the Responsive Classroom Program to teach effective "Habits of Mind."
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, locating and evaluating information from a variety of sources, making flexible connections among various disciplines of thought, thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions, honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

## **STANDARD G**

**The students are introduced to current technology.**

*Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.*

Objectives: Gem Prep: Pocatello will:

- Use interactive technology as tools in an integrated educational program.
- 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 differentiated learning opportunities, remediation, acceleration, authoring, computation, record keeping and data storage, and communication

## Graduation requirements

Below are the current graduation requirements, which may be adjusted as state law changes or as the board determines necessary to prepare students for the rigors of the 21<sup>st</sup> century economy.

### School Graduation Requirements

CONTENT AREA	STATE CREDIT REQUIREMENTS
<b>Core of Instruction</b>	<b>29 credits</b>
<b>Electives</b>	<b>17 credits (minimum)</b>
<b>Total Credits</b>	<b>46 credits (minimum)</b>
<b>Core Subject Areas</b>	
<b>Language Arts</b> (English 8 credits and Speech 1 credit)	9 credits Speech credit can be obtained through other courses that meet the state speech requirements as approved by the local district
<b>Mathematics</b>	6 credits Including Algebra I and Geometry standards. 2 credits must be taken in the last year of high school.  Students who have completed six (6) credits of math prior to their last year of high school, including at least two (2) semesters of Advanced Placement or dual credit calculus or high school course, are exempt from taking math during their last year of high school.  AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering can be considered as either a math or science credit.
<b>Science</b>	6 credits (4 lab)
<b>Social Studies</b> (US History, Economics and American Government)	5 credits
<b>Humanities</b> (Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits
<b>Health</b>	1 credit CPR is required to be taught in Health
<b>Electives</b>	17 credits 16 credits are chosen by the student
Career Exploration	1 credit (school required elective)
<b>Other Graduation Requirements</b>	
College Entrance Exam (SAT, ACT, or Compass), Proficient Score on ISAT ELA and Math	
Biology or Chemistry End of Course Exam	
Civics Exam	
Senior Project	

### General Support Structures

Gem Prep: Pocatello recognizes the unique needs of all children and their potential for significant educational development, and will provide opportunities designed to meet each child's needs. Gem Prep: Pocatello will serve all children including special education, Gifted



and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students.

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs. The Gem Prep: Pocatello model is centered on personalized instruction, and as such allows teachers to tailor instruction to the specific needs of each individualized student, using online adaptive technology as well as personalized, online (“asynchronous”) courses. In addition, we provide after school office hours in 7-12<sup>th</sup> grade and tutoring services in K-6<sup>th</sup> grades. Through our data driven instruction, we provide progress monitoring and a robust intervention program, specifically, targeted differentiated instruction in small groups. If Gem Prep: Pocatello qualifies for Title I funding, we will create a Title I program, based on our school model of personalization and targeted instruction.

## Special Education

Gem Prep: Pocatello ~~will~~ follows the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs. The Gem Prep: Pocatello Board of Directors will adopt the 2015 Idaho Special Education Manual with all subsequent revisions 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. The Idaho Special Education Manual ~~will be~~ is used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, developing the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Gem Prep: Pocatello ~~will~~ plans and budgets to provide Highly Qualified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep: Pocatello 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 new staff will be interviewed, selected, hired, trained, and in place by the first day of the 2017-2018 school year.

Gem Prep: Pocatello ~~will~~ follows 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 ~~sSchool~~ will locates students by establishing and implementing an ongoing Child Find system, which ~~will~~ includes referrals by parents, school staff, etc. An individual ~~will be~~ is appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. Gem Prep: Pocatello’s Child Find system ~~will also~~ publicizes and ensures that staff and the ~~sSchool’s~~ constituents are informed of the availability of special education services

through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.

3. Gem Prep: Pocatello ~~will~~ conducts a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. The sSchool ~~will~~ adheres to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, ~~will~~ reviews the information from the comprehensive evaluation to determine the student's eligibility for special education. 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 as outlined in the Idaho Special Education Manual.

When the determination of the team is that a student is not making adequate academic progress, the team ~~will~~ develops a Response to Intervention (RTI) plan. Gem Prep: Pocatello ~~will~~ implements and utilizes a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program ~~will~~ consists of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Gem Prep: Pocatello uses a five-step Problem Solving Model for RTI, which includes three tiers. The following are the steps for RTI.

1. Universal screenings in reading and math. (Please see benchmark/diagnostic assessments below).
2. Scientifically based instruction for all students (Tier 1)
3. Secondary prevention interventions for students not responding adequately to Tier 1 instruction (Tier 2)
4. Monitoring student progress
5. Tertiary prevention instruction for students making insufficient progress in response to Tier 2 instruction (Tier 3)

If during an evaluation process, the multi-disciplinary team determines the need for an evaluation by personnel not directly employed by Gem Prep: Pocatello, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the sSchool, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by Gem Prep: Pocatello, then the sSchool will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

## Individual Education Plans

A Highly Qualified special education teacher ~~will be~~ is responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher ~~will~~ provides 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~~ are delivered by a special education teacher or licensed provider, with supporting para-educator(s) as allowed by IDEA and the ESSA. The special education teacher ~~will~~ consults with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services ~~will be~~ provided at Gem Prep: Pocatello includes 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. Gem Prep: Pocatello 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 rare event that the IEP team determines that the student's academic needs cannot be met on site, the sSchool may contract with other agencies to provide those services.

For all special education students, Gem Prep: Pocatello will develop, review, and revise IEPs in accordance with state and federal laws. Gem Prep: Pocatello will adhere to the IDEA Procedural Safeguards and FERPA to 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. Gem Prep: Pocatello will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). Gem Prep: Pocatello facilities plan will permit access by students with disabilities.

Gem Prep: Pocatello uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Gem Prep: Pocatello will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regards to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multidisciplinary team identifies that the behavior of the student impacts their learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and Idaho Special Education Manual, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

## Programming

Students with disabilities ~~will~~ work on their IEP goals while participating in The School's research based educational program. The program, which includes blended learning, online learning, differentiated small group instruction and dual enrollment, is flexible enough to allow students with disabilities to work at their own level of understanding. General education teachers ~~will~~ provide modifications and accommodations as required by students' IEPs and ~~will~~ work with the special educational staff to best serve learners with special needs. Parents ~~will be~~ are involved in every step taken by the school in regard to their children with special needs.

Researched based curriculum ~~will be~~ is available for students based on each student's individual education goals. Examples of possible curriculum include programs like National Geographic's Inside program levels A-E with the online coach and supplemental trade books. In grades 9-12 we will use programs like National Geographic's Edge program fundamentals - Level C with the online coach and supplemental trade books. These are both research based programs that address the five subdomains of language learning. Vocabulary, grammar and writing are addressed in every unit. Focus and repetition of reading strategies helps to ensure mastery and promotes transfer. Scaffolded instruction shows students how to be successful with the text. Students use programs like the Edge or Inside Online Coach. These software programs allow students to read literature silently, listen to fluent reading, and practice oral reading fluency, all with built in comprehension, vocabulary and fluency supports.

### **Nondiscriminatory Enrollment Procedures**

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

### **LRE Requirements**

Gem Prep: Pocatello ~~will~~ ensures that a free and appropriate public education (FAPE) is available to students who attend Gem Prep: Pocatello and who are eligible for special education. FAPE is determined for each individual student with a disability. FAPE ~~will~~ includes special education in the Least Restrictive Environment (LRE) and ~~will~~ includes related services, supplementary aids and services, and/or assistive technology devices and services required to help the student benefit from his or her education program.

The School ~~will~~ provides special education and related services to eligible Gem Prep: Pocatello students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, variety of educational environments, resource room, etc. This ~~will be~~ is 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~~ is specified within Gem Prep:

Pocatello. In rare cases, the LRE might be an alternative site, depending on the needs of each student. Gem Prep: Pocatello ~~will~~ provides assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are 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 unique needs that result from his or her disability, not on the student's category of disability.

When determining appropriate Positive Behavior Interventions Supports school staff ~~will~~ develops a behavior intervention plan that 1) improves the environmental conditions to prevent problem behaviors, 2) teach the student new skills to enable the student to achieve the same function in a socially appropriate manner, 3) reinforce desired behaviors, including newly self-taught replacement skills, and 4) use strategies to defuse problem behaviors effectively and in ways that preserves the student's dignity. If a student is in danger of hurting themselves or others the school staff will follow the school discipline process outlined in the school handbook following the procedures identified in the Idaho Special Education Manual for Manifest Determination. When students are receiving special education services off-site the location and supervision will be established by the school. A certified professional providing the special education services provides weekly progress reports to the Director of Special Education.

### **Transportation Plan**

Gem Prep: Pocatello will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education (FAPE).

### **Monitoring Progress**

Gem Prep: Pocatello will follow state and federal laws regarding assessment of Special Education students. Please see Assessment Plan below for additional monitoring of progress of Special Education students.

### **Confidentiality**

Gem Prep: Pocatello ~~will~~ protects student and parent rights and protect the confidentiality of personally identifiable information in student special education records as outlined in Idaho Senate Bill 1372 (Student Data Accessibility, Transparency and Accountability Act of 2014) and FERPA law – 33 CFR 99.30 (Family Educational Rights and Privacy Act.).

### **Gifted and Talented**

Gem Prep: Pocatello offers gifted students advanced curriculum, a faster pace of instruction and opportunities to explore topics in depth. This can be done through single subject accelerations in one or more content areas, dual credit (for high school students) or grade acceleration.

Pursuant to Idaho Code 33-2003 Gem Prep: Pocatello ~~will identify~~ identifies students possessing high performing capabilities in specific academic, intellectual, leadership,

creativity and visual/performing arts talent areas. The identification in each area ~~will be~~ is by a variety of assessments outlined in *The Best Practices Manual for Idaho Gifted/Talented Programs*.

Gifted and Talented students are supported in our model through asynchronous (elective online/distance) coursework, personalized online instruction, targeted differentiated instruction via data driven instruction, dual enrollment, dual credit, single subject acceleration and grade level acceleration. Any student who tests into a higher grade level will be placed into a course(s) appropriate to their level of achievement. Teachers may also provide extension activities to students.

Referral to the Gifted and Talented program may be made by parents, students and/or teachers. The referral should include evidence that the child is high performing in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas and that his/her needs are not being met. This can include portfolios, test scores and observations. High performing students with unmet needs will be evaluated. This may include academic testing, review of student records, evaluation of portfolio samples, cognitive testing, evidence of leadership, and in the case of potential grade acceleration, The Iowa Acceleration Scale Placement in the gifted and talented program will begin with the development of an individualized plan to meet each student's unique needs. Gifted and talented students' coursework, grades, assessments and parent satisfaction with the program ~~will be~~ is monitored by Gem Prep: Pocatello teachers and their plans will be adjusted accordingly.

### Limited English Proficiency

Gem Prep: Pocatello ~~will apply~~ the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESSA. The ~~Chief Academic Officer~~ Administrator ~~will~~ ensures the use of a home-language survey upon all student's enrollment. The eligibility criteria (listed below) ~~will be~~ is used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language ~~will be~~ are assessed using the state recommended EL placement test.

It is Gem Prep: Pocatello's goal to help students reach English proficiency in reading, writing, speaking and listening. To accomplish this, the ~~Chief Academic Officer~~ Administrator will ensure that Limited English Proficient (LEP) students take the W-APT, or most current state recommended screening, for screening for English language proficiency upon registering, and parents will need to choose whether or not their child will participate in services. If the child enters the EL program, the ~~Chief Academic Officer~~ Administrator will ensure an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals and assessment accommodations will be developed. The instructional model will depend upon the number of students needing services. Services will be provided in the general education classroom unless it is determined that pull out services are required. Gem Prep: Pocatello LEP students ~~will~~ use curriculum such as National Geographic School Publishing's programs: *Inside Language*, Literacy, and Content and Hampton-Brown *Edge*, and Rosetta Stone English. The ~~Chief Academic Officer~~ Administrator ~~will~~ oversees the monitoring of EL student. All EL students are required to participate in the ACCESS 2.0, or most current state recommended testing, as the summative annual language proficiency test. Gem Prep: Pocatello parents of LEP students ~~will be~~ are invited to participate in the development,



implementation, and evaluation of the EL Program. Gem Prep: Pocatello ~~will~~ provides an interpreter for parent meetings as needed and ~~will~~ sends home written information in the parent's language.

During synchronous learning and small group learning, teachers ~~will~~ use Sheltered Instructional Observation Protocol and other research based EL instructional approaches, such as: making what is spoken visible, explicit teaching of vocabulary, chunking and scaffolding texts, and using manipulatives. All teachers ~~will be~~ are highly qualified. The ~~CAO Academic Administrator~~ will oversees and provides direction for staffing depending on the number of EL students enrolled.

Teachers also monitor the student's progress in the online adaptive programs as well as work with students in small groups based on our blended learning station rotation model. ~~Our plan is to~~ the Academic Administrator trains our teachers on how to incorporate the WIDA ELD framework into their teaching and their required portfolio assignments. As we train our teachers on incorporating the Idaho Core standards into their instruction and assignments we ~~will~~ also include the WIDA ELD framework. Professional development in research based best practices and strategies for EL students such as Sheltered Instructional Observation Protocol ~~will be~~ is provided and the ~~CAO Academic Administrator~~ will be is responsible for ensuring appropriate professional development.

The Academic Administrator ~~CAO~~ and school staff ~~will~~ meet annually to determine the effectiveness of the ELD program. Data to determine effectiveness of the ELD program may include results from the Access 2.0, ISAT, IRI, and formative assessment data. Evaluation of the program may also include data such as swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance. Gem Prep Pocatello's blended learning model ensures that student growth is monitored frequently and our focus on personalized learning provides for quick response to curriculum and teaching strategies if student growth is not demonstrated. Teachers review student data from online adaptive programs, formative assessments, and observations during small group instruction and use this data to inform instruction, interventions, and curriculum effectiveness on a regular basis as part of our blended learning model. Students who meet state recommended levels of proficiency on Access 2.0 at or above level 5 on the overall grade adjusted composite and a level 5 on each domain, (speaking, listening, reading and writing) and a score of a level 2 on the ISAT (grades 3-12) or a score of 3 on the IRI (grades K-3) as well as any other criteria outlined on the students EL plan will be exited from the EL program. The school staff and Academic Administrator ~~CAO~~ will review individual student EL plans each spring to determine if students have met the exit criteria outlined by the state of Idaho and their individual EL plan. Students who are exited from the program will be monitored for two years. If sufficient evidence deems that a particular student needs to be placed back into an LEP program, he/she will be coded as LEP for language support services and for testing purposes. The school will ensure that all documentation to support a reclassification for a student is placed in the student's cumulative file. Parents ~~will be~~ are notified of the reclassification and given the opportunity to waive ELL services.

## Dual Enrollment

Gem Prep: Pocatello students ~~will be~~ are allowed to participate in dual enrollment with other schools, as required by Idaho Code 33- 203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33- 203. 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 will be available on the School's website. Prior approval from the school administrator is required for dual enrollment.

Students dual 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 Advanced Opportunities Program is an essential part of Gem Prep: Pocatello. The school's growth plan includes implementation of the Advanced Opportunities Program as secondary grades are added.



## Tab 4: Measurable Standards, Accreditation and Accountability

Gem Prep: Pocatello's MSES goals are developed around our Mission: To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

**MSES Goal #1** –~~All Gem Prep students will be engaged in personalized math and reading learning experiences 15% of the day, four days per week as measured by monthly usage reports from online learning software.~~ At least 70% or more of Gem Prep: Pocatello juniors and seniors will complete one or more dual credit course(s) during their last two years of high school, earning a grade of 'C' or better as measured by college transcripts.

### *Measurement Tool*

~~Usage reports from online math and reading software programs such as DreamBox math, TenMarks, iReady Math, and iReady Reading will be utilized to measure goal success.~~ Individual college transcripts from the institution from which the dual credit course was taken will be the official measure in determining successful completion of MSES Goal #1.

### *Connection to our Mission*

~~Our mission is to provide a high quality, personalized, relevant and rigorous education for each student by leveraging software programs which create an individual playlist for students. Based on diagnostic assessment results we can target individual instruction to the specific skills and concepts that each student needs. Using the data from these software programs, teachers have real time data to see how students are progressing and can identify which students need specific face to face instruction on identified skills and concepts, thus tailoring the learning to the individual student. Our mission focuses on preparing students for success in college and professional technical careers. Advanced opportunities such as dual credit courses are one pathway to help them become prepared. Successful completion of dual credit courses indicates that the student is capable and prepared for post high school content.~~

### *Implementation*

~~Each reading and math software program provides usage data typically in minutes or hours for individual students and/or for grade level as a whole. Monthly usage reports will be downloaded from each math and reading online software program that students are using. The data manager and/or the Director of Curriculum, Assessment and Human Capital will collect the data and download it into an Excel spreadsheet or csv format. To track the data and ensure accuracy, the usage data will be checked against teacher lesson plans and daily schedules to determine if the usage times are accurate. The number of minutes in the school day will be divided by the usage in minutes that the student utilizes the online programs, in order to ensure that students are involved in personalized learning at least~~

~~15% of each day. The student usage report from the online reading and math programs will be included in the performance certificate report. Each semester an audit of individual transcripts from the local colleges and universities will be completed. Transcripts from the dual credit institutions are sent to the student's school so that the course(s) may be added to the student's transcript. An Excel spreadsheet will be created with the student names of all juniors and seniors enrolled at Gem Prep: Pocatello, and credit will be tracked when dual credit courses are recorded with the name of the course, the institution and the students' final grades. The school counselor and/or the high school principal will administer the review of the transcripts, and will compare the number of successfully completed dual credit courses to the number of enrolled juniors and seniors, to ensure that at least 70% of our students have met or exceeded this goal. The Excel spreadsheet with individual student level data will be shared with the commission. These results will be included in the performance certificate report.~~

**MSES Goal #2** ~~–Seventy percent of the grade levels tested at Gem Prep: Pocatello will meet or exceed the Idaho state average scores on the math and English Language Arts Idaho Standards Achievement Test administered each spring. At least 70% or more of Gem Prep: Pocatello students who have been enrolled for two years or more will demonstrate mastery of college and career standards by meeting or exceeding proficiency on the math Idaho Standards Achievement Test administered each spring.~~

#### *Measurement Tool*

Idaho Standards Achievement Test (ISAT)

#### *Connection to our Mission*

A proficient score on the ISAT at the 10th grade level (currently being determined by the Idaho State Board of Education) is an indicator of college and career readiness.

~~Achievement at or above the state of Idaho average on the Idaho Standards Achievement tests in math and reading demonstrates our students are on track for college and career readiness.~~

#### *Implementation*

The Idaho Standards Achievement Test is administered each spring in April and May. Official results are not available until the summer. The ISAT will be administered to students in grades 3-10. The Idaho SDE gathers the data and provides it to the school during the summer following the spring administration. Gem Prep: Pocatello will compare our student data to the state average. The results will be aggregated by grade level and will be included in the performance certificate report.

**MSES Goal #3** ~~– At least 70% of Gem Preps juniors and seniors will have successfully completed, with the grade of a “C” or better, one or more dual credit course during their last two years of high school, as measured by college transcripts. At least 70% or more of Gem Prep: Pocatello students who have been enrolled for two years or more will demonstrate mastery of college and career standards by meeting or exceeding proficiency on the English Language Arts Idaho Standards Achievement Test administered each spring.~~

### Measurement Tool

Individual college transcripts from the institution from which the dual credit course was taken will be the official measure in determining successful completion of MSES Goal #3. Idaho Standards Achievement Test (ISAT)

### Connection to our Mission

Advanced opportunities such as dual credit courses is a pathway to help prepare students for success in college and professional technical careers. Successful completion of dual credit courses indicates that the student is capable and prepared for post high school content. A proficient score on the ISAT at the 10th grade level (currently being determined by the Idaho State Board of Education) is an indicator of college and career readiness. Achievement at or above the state of Idaho average on the Idaho Standards Achievement tests in reading demonstrates our students are on track for college and career readiness.

### Implementation

Each semester an audit of individual transcripts from the local colleges and universities will be completed. Transcripts from the dual credit institutions are sent to the student's school so that the course(s) may be added to the student's transcript. An Excel spreadsheet will be created with the student names of all juniors and seniors enrolled at Gem Prep: Pocatello, and credit will be tracked when dual credit courses are recorded with the name of the course, the institution and the students' final grades. The school counselor and/or the high school principal will administer the review of the transcripts, and will compare the number of successfully completed dual credit courses to the number of enrolled juniors and seniors, to ensure that at least 70% of our students have met or exceeded this goal. The Excel spreadsheet with individual student level data will be shared with the commission. These results will be included in the performance certificate report. The Idaho Standards Achievement Test is administered each spring in April and May. Official results are not available until the summer. The ISAT will be administered to students in grades 3-10. The Idaho SDE gathers the data and provides it to the school during the summer following the spring administration. Gem Prep: Pocatello will compare our student data to the state average. The results will be aggregated by grade level and will be included in the performance certificate report.

**MSES Goal #4 -At least 70% of Gem Prep: Pocatello juniors will score at or above the state composite score average on a college entrance exam such as the SAT or ACT.**

### Measurement Tool

College entrance exams such as SAT or ACT.

### Connection to our Mission

Students who demonstrate readiness for college level courses on these exams, have the English and math skills necessary to succeed academically without the need for remedial coursework. The SAT and ACT are also accepted as admission tests for college entrance at most institutions. By offering these exams and by having high expectations of Gem Prep: Pocatello students, these students are provided opportunity to overcome some of the first obstacles to college entrance and success.

While these MSES goals are primarily academic in nature, Gem Prep: Pocatello is currently working on teaching and measuring non-cognitive skills such as MESH (Mindsets, Essential Skills, and Habits). At the time of consideration for renewal of the charter in approximately 2020, Gem Prep: Pocatello believes that MSES goals around such non-cognitive skills will be essential. Gem Prep: Pocatello plans to begin administering MESH survey data in the 2016-2017 school year to establish a baseline for future years.

Gem Prep: Pocatello will use the fall MAP assessment data from fall 2016 as the baseline for year 1, and then the ISAT going forward.

## Methods for Measuring Student Progress

In evaluating the sSchool's success in meeting mission-based goals and objectives, The School is utilizing both standards-based and performance-based assessments.

Standards and standardization are the basis of assessment. Performance ~~will be~~ is assessed on at least five levels:

1. Student progress relative to previous performance ~~will be~~ is assessed through standardized assessments. We ~~will~~ create student baselines using mandated testing results.
2. Performance ~~will be~~ is assessed relative to district and state developed standards. We ~~will~~ do a comparison of annual results with baseline scores to assess progress.
3. Online adaptive assessments.
4. Student's progress towards meeting the Idaho Core ~~will be~~ is assessed by Gem Prep: Pocatello certified teachers through statewide standardized assessment results and internal assessments such as end of course exam, benchmark assessments, and individual student work.
5. College Readiness ~~will be~~ is assessed through nationally normed assessments such as the SAT as well as progress in dual credit and dual enrollment programs.

## Interventions and Corrections

Gem Prep: Pocatello's data driven instruction model allows ample time for interventions and corrections. After teachers give benchmark assessments, online adaptive assessments or other teacher created assessments, teachers ~~will~~ have time to analyze the data during professional development time. After we give these benchmark/diagnostic assessments, we do a full day of data analysis with teachers. During this time, teachers analyze results and prepare re-teaching and intervention plans with students who are struggling. Teachers may also prepare extension activities or course changes to Gifted and Talented students. For students who need interventions, teachers ~~will~~ plan targeted, differentiated small group lessons during synchronous instruction. Students' online and/or blended learning plans may also be altered to reflect the results of assessments and to provide additional remediation.

## Testing

Gem Prep: Pocatello ~~will~~ has participated in all state and federally mandated testing. The School ~~will have~~ has a testing coordinator who ~~will~~ oversees the testing program and insures the testing process is followed with fidelity for all tests. For the 2014-2015 and also the 2015-2016 school years, Gem Prep: Pocatello had a 100% student testing participation rate and expects similar participation in future years. To facilitate this high rate of participation, Gem Prep: Pocatello informs parents well in advance of testing and also offers test make-up times for students unable to participate at the originally scheduled time.

We are currently investigating new Student Information Systems (SIS) that better align with our new model. Gem Prep: Pocatello is considering using Illuminate or PowerSchool. In addition to the SIS we are currently investigating the addition of Illuminate's Data and Assessment Management System, which would work with either of the student information systems. The Illuminate DNA system would give teachers and administrators access to reports, built in assessments, the ability to capture assessment data, data analysis tools and support, as well as data forecasting tools.

~~As we are currently in the process of shifting to the administration of ISAT, the~~ The organization ~~School~~ ensures that student progress is closely tracked with two annual administrations of a criterion-referenced assessment across all grade levels. This data provides us with important growth data over the course of a school year. Gem Prep: Pocatello is considering the use of the NWEA MAP assessment for these bi-annual administrations.

### Proposed Testing Schedule:

Grade level	Language Arts	Math	Science
Kindergarten	<ul style="list-style-type: none"> <li>Primary MAP (fall and spring)</li> <li>Idaho Reading Indicator (state)</li> <li>Kindergarten Skills Inventory (internal)</li> </ul>	<ul style="list-style-type: none"> <li>Primary MAP (fall and spring)</li> <li>Kindergarten Skills Inventory (internal)</li> </ul>	
First Grade	<ul style="list-style-type: none"> <li>Primary MAP (fall and spring)</li> <li>Idaho Reading Indicator (state)</li> </ul>	<ul style="list-style-type: none"> <li>Primary MAP (fall and spring)</li> <li>MCOMP (local)</li> </ul>	
Second Grade	<ul style="list-style-type: none"> <li>Primary MAP (fall and spring)</li> <li>Idaho Reading Indicator (state)</li> </ul>	<ul style="list-style-type: none"> <li>Primary MAP (fall and spring)</li> <li>MCAP (local)</li> </ul>	
Third Grade	<ul style="list-style-type: none"> <li>ISAT*</li> <li>Idaho Reading Indicator (state)</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> <li>MCAP (local)</li> </ul>	
Fourth Grade	<ul style="list-style-type: none"> <li>ISAT*</li> <li>MAP fall and spring</li> <li><u>NAEP</u></li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> <li>MAP (fall and spring)</li> <li>NAEP</li> </ul>	
Fifth Grade	<ul style="list-style-type: none"> <li>ISAT*</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> </ul>	<ul style="list-style-type: none"> <li>ISAT Science</li> </ul>

Sixth Grade	<ul style="list-style-type: none"> <li>ISAT*</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*/MAP fall and spring</li> </ul>	
Seventh Grade	<ul style="list-style-type: none"> <li>ISAT*</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> </ul>	<ul style="list-style-type: none"> <li>ISAT Science</li> </ul>
Eighth Grade	<ul style="list-style-type: none"> <li>ISAT*</li> <li>MAP (fall and spring)</li> <li>NAEP</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> <li>MAP (fall and spring)</li> <li>NAEP</li> </ul>	
Ninth Grade	<ul style="list-style-type: none"> <li>ISAT</li> </ul>	<ul style="list-style-type: none"> <li>ISAT</li> </ul>	
Tenth Grade	<ul style="list-style-type: none"> <li>ISAT*</li> <li>PSAT</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> <li>PSAT</li> </ul>	End of course biology or chemistry exam
Eleventh Grade	<ul style="list-style-type: none"> <li>ISAT*</li> <li>PSAT/ISAT*/College Entrance Exam</li> <li>SAT</li> </ul>	<ul style="list-style-type: none"> <li>ISAT*</li> <li>PSAT/ISAT*/College Entrance Exam</li> <li>SAT</li> </ul>	
Twelfth Grade	NAEP	NAEP	

- \*Required testing to meet NCLB/ESSA
- Growth will be measured on the spring 2015 ISAT to the spring 2016 ISAT

### Statewide Alternate Assessments (for special education students as outlined in their IEP)

- ISAT Alt Science (Grades, 5, 7 and 10)
- IRI Alt (Grades K-3)
- NCSC ELA & Math (National Center and State Collaborative Grades 3-8 & 10)

### English Language Learners

- Idaho English Language Assessment (IELA) Spring 2015 only
- Access 2.0 (first operational test spring 2016, transitioning from the IELA assessment)

### Benchmark Assessments and Progress Monitoring

As part of our data driven instruction model, we ~~will~~ do regular diagnostic and benchmark assessments. Many of the online programs we ~~are considering currently used~~ such as are Dreambox Math, TenMarks and Headsprouts ~~which~~ have progress monitoring built in. We do a school wide screening for reading and math at the K-3 grade levels in the fall, winter and spring and follow up with a diagnostic assessment if a student scores in the "intensive" level on the screener. However, we do plan to administer the following external benchmark/interim assessments.

Grade Level	Assessment	Fall	Mid-Year	Spring
K	NWEA MAP	X	As needed	X
1	NWEA MAP	X	As needed	X
2	NWEA MAP	X	As needed	X
3	ISAT Interim	X	As needed	
4	NWEA Map	X	As needed	X
5	ISAT Interim	X	As needed	

6	NWEA MAP	X	As needed	X
7	ISAT Interim	X	As needed	
8	NWEA MAP	X	As needed	X
9-11	ISAT Interim	X	As needed	

We may edit this assessment plan as the state finalizes its assessments.

### Annual Reporting of MSES

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding Gem Prep: Pocatello's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 30 days of receipt of data. Student-specific data will be shared with parents.

### Cumulative Records

Gem Prep: Pocatello ~~will~~ keeps all student records on file including immunization records, standardized tests, individual, quarterly progress reports and attendance records or unofficial transcripts. The cumulative files may be reviewed by students and by parents or guardians of students under age 18. Gem Prep: Pocatello ~~will~~ does not release student records without the written consent of the parent (or student, if 18 years of age).

### Middle School Credit Requirements

Gem Prep: Pocatello will follow Idaho School Code requirements for middle school students. Students who meet those standards will be graduated to ninth grade.

### Alternate Path:

Retaking the semester course over the summer through IDLA at the expense of the parent.

Failure to meet this requirement will result in retention. Recommendation of retention will be placed in student's cumulative file in the event he/she transfers to another school.

If a 7<sup>th</sup> or 8<sup>th</sup> grade Gem Prep: Pocatello student must be retained at their current grade level the class size for that grade level will increase by one if the current class size has reached maximum capacity.

### Credit Verification:

Students entering the 8th grade who transfer from homeschool or an unaccredited school may verify 7th grade core classes through online diagnostic testing in Math and English Language Arts, and a portfolio review of student work in Science and Social Studies. The student may be asked to take a full year of Health/PE in 8th grade if credit for 7th grade is not documented.

7 <sup>th</sup> Grade Courses	Credits	8 <sup>th</sup> Grade Courses	Credits
Language Arts 7	2	Language Arts 8	2
Math or Pre-Algebra	2	Pre-Algebra, or Algebra I	2
Life Science 7	2	Physical Science 8	2
Social Studies 7	2	Social Studies 8	2



Health/PE 7	1	Health/PE 8	1
<b>Total</b>	<b>9</b>		<b>9</b>

\*Special Education, 504, and ELL plans will dictate alternate course requirements if needed.

## Accreditation

~~Before opening its doors,~~ The Gem Prep: Pocatello program was included in I-DEA's accreditation. Gem Prep: Pocatello will apply for an independent accreditation to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140.

Gem Prep: Pocatello will apply for and renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate Gem Prep: Pocatello's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement, provide the framework for Gem Prep: Pocatello to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help Gem Prep: Pocatello leadership and stakeholders continue to provide a quality education for Gem Prep: Pocatello students.

To ensure continuing accreditation of Gem Prep: Pocatello, the school will maintain accreditation for its K-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education and the authorizing entity. The accreditation will be completed through NWAC/AdvancED.

## School Improvement

If identified as a school in need of improvement, either as a priority or focus school, the board will actively look at data to ensure effective leaders are in place. In addition, school leaders including the leadership administrative team will look closely at multiple levels of data to begin determining where and what focus areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a network and resource to help guide Gem Prep: Pocatello in school improvement efforts. We will utilize the State Wide System of Support and utilize the framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A plan will be written and will be comprehensive, highly structured specific and focused primarily on the school's instructional program. We will utilize the WISE tool and or other state suggested tools that allow us to include scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.



## Tab 5: Governance Structure, Parental Involvement, Audits

### Governance Structure

Gem Prep: Pocatello, Inc., ~~Charter School will be~~ is a legally and operationally independent entity managed under *the Idaho Nonprofit Corporation Act*. The appointed Board of Directors ~~will be~~ is legally accountable for the operation of the charter school. Gem Prep: Pocatello, Inc., 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' meetings ~~will~~ generally follows Robert's Rules of Order, and ~~will~~ follows the Open Meetings laws, keeps accurate minutes, and makes the minutes available to the public, according to the Gem Prep: Pocatello, Inc. Bylaws and Public Records laws.

*Please see Appendix A-3 for the Bylaws and Appendix D-1 for the Board of Directors' resumes.*

### Public Records

Gem Prep: Pocatello ~~will comply~~ with all aspects of the Idaho Public Records Law. All students ~~will~~ receive written notification of how to request a transfer of student records to a specific school. Upon request, all records of students residing in the District ~~will be~~ are immediately transferred to the District.

### Board of Directors

The appointed Board of Directors will be legally accountable for the operation of Gem Prep: Pocatello, Inc. The School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. Please see the Bylaws for number of voting and non-voting board members, election and term of office of voting and non-voting directors and officers. The Gem Prep: Pocatello program is currently operating under the I-DEA board policies and the School is currently working with an attorney to customize the model board policy.

*Please see Appendix A-3 for the Bylaws.*

### Selection and Replacement

Appointments to the Board of Directors ~~will be~~ are held according to the Gem Prep: Pocatello Bylaws.

*See Appendix A-3 Bylaws regarding election process*

### The Board of Directors seats

Current board members and their resumes are in Appendix D-1.

### **Board of Director's Responsibilities**

The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix A-3). Board members will commit to the ethical standards set forth in the Ethical Standards agreement (see Board Ethics Statements in Appendix D-3).

The Board is to serve as the liaison between the school and the authorizing entity.

### **Recruiting Board Members**

The Gem Prep: Pocatello, Inc., Board understands that effective boards are a result of intentional and strategic planning. When planning for recruitment of new members, the board considers what the anticipated future board profile should reflect, and moves forward in a deliberate fashion to determine what expertise and necessary qualities they will seek in new members. Gem Prep: Pocatello administrators and the School's current board members continually seek out exceptional individuals to serve on the Schools' Board through ongoing professional and personal networking opportunities. Ideal prospective members will have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. The Board will leverage networking opportunities of staff, teachers, parents and community relationships such as the local Rotary Club, when seeking prospective members. When seeking hard-to-fill skills, the board may determine to seek possible candidates by posting an opening on local community boards and profession-specific communications and forums. Once a potential board candidate has been identified, their profile will be presented to the board for review and discussion, and if the members are in agreement the recruitment process may begin.

The recruitment process may involve both vetting and cultivating the interest of potential future board members, prior to appointment. Future appointees will be provided with educational materials relative to online and blended learning, such as webinars, books and conferences, prior to appointment and during their service on the board. The membership of the school board has a direct impact on the ability of the school to fulfill its vision. Should the board find that certain skills are not being filled by potential board members and finds the need to recruit more broadly, the board may establish a committee to oversee the recruitment and vetting of new members, to facilitate the process of renewing the school with energetic, enthusiastic, committed and skilled leadership.

## Relationship between the Board of Directors and School Administration

The Gem Prep: Pocatello, Inc., Board of Directors is the governing board of the Gem Prep: Pocatello school and ~~The Board will contract with Idaho Distance Education Academy to provide administration for Gem Prep: Pocatello such as the Chief Executive Officer (Director), Chief Financial Officer (Business Manager), Chief Academic Officer and Chief Operations Officer.~~ The Gem Prep: Pocatello board has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the ~~school leader principal. (principal).~~ If the issue cannot be resolved with the ~~school leader principal,~~ the parent or employee may attempt a resolution with the ~~Chief School Academic Officer Administrator~~ and then the ~~Chief School Director Executive Officer.~~ If their concern is still not resolved, it will be brought before the Gem Prep: Pocatello ~~h~~School Board.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Pocatello, Inc.

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For administrative and operational oversight (not day-to-day operations)
- For the legal affairs of Gem Prep: Pocatello
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly operating leadership team which advocates for both children and the community.

School Director works under the direction of the Board. Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure GPP meets the performance requirements outlined in the performance cert
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendation to the Board on issues facing the school

Business Manager works under the direction of the Board and school Director. Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities

- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

Academic Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervises and evaluated school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

Operations Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

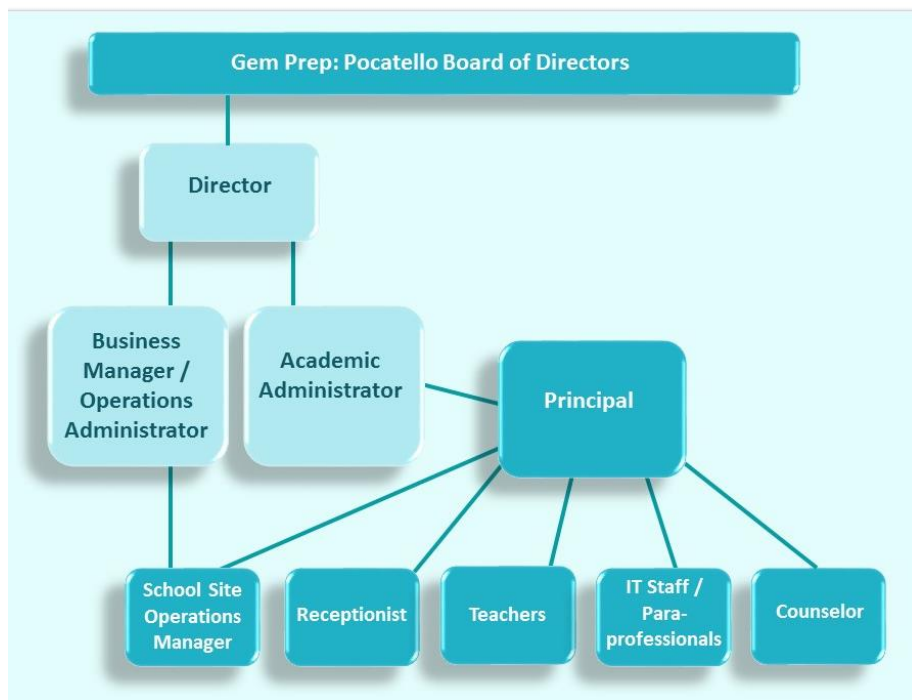
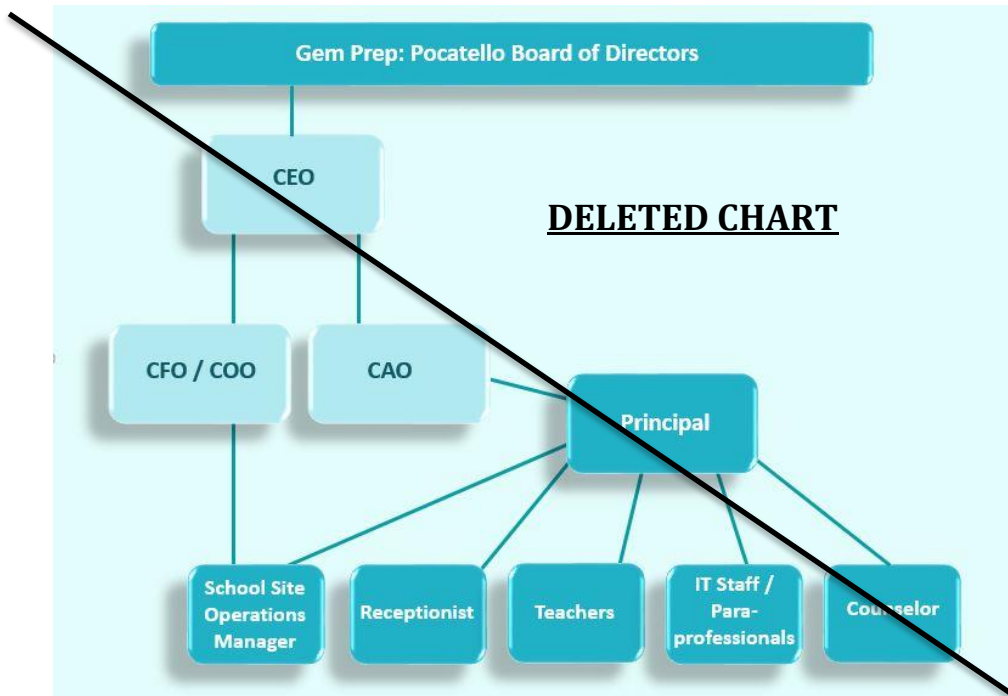
- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

Principal works under the direction of the Academic Administrator. Responsibilities include but are not limited to:

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling
- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Oversee substitute teacher roster, training and evaluation
- Student enrollment and records
- Attendance

The below organizational charts ~~are~~is the initial proposed plan. We anticipate minor changes over the course of our growth.

### Gem Prep: Pocatello



## Board Development

When new Board Members are added, they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to, the Gem Prep: Pocatello Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, Open Meeting Law, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman will make sure the Board is aware of these opportunities.

Board members will be encouraged to attend staff and parent education meetings.

The leadership administrative team continues to disseminate research and information on blended learning to the Board, keeping them current and allowing for informed and knowledgeable decisions to be made by the governing body. The Gem Prep: Pocatello School Board members are committed to continued development. In May 2015, a board representative attended a blended learning consortium held at Boise State University, and upon return, shared the insights received with the other board members. Also, each board member has read the book entitled "Blended: Using Disruptive Innovation to Improve Schools" by Heather Staker and Michael Horn. Board members also participated in an in-service specifically about blended learning. In the 2015-2016 school year, the Board received training regarding academic assessments and also participated in training and discussion about board development and the best practices of transitioning from founding boards to long-term mature governing school boards. In April 2016, representative members of the Board attended the SDE Charter School Boot Camp. The Board believes strongly in seeking out relevant and solid guides on blended learning, and in sharing that knowledge with each other and with their constituents in an effort to make Gem Prep: Pocatello a high performing, personalized learning school which prepares students for college, career and citizenship.

In an effort to continue the development and excellence of each Gem Prep: Pocatello Board member, an annual self-assessment will be conducted, similar to the Idaho School Board Association (ISBA)'s self-assessment tool. The data will be used to improve the Board and its individual members' functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances. In addition to the needs addressed in the self-assessment surveys, Board members will participate annually in development opportunities specific to leadership of online and blended learning schools.

## Ethical Standards

Gem Prep: Pocatello's School Board will adhere to ethical standards established to ensure

members conduct themselves in a trustworthy and ethical manner at all times in the performance of their duties and responsibilities. Each Board Member is required to read, understand, sign and adhere to the ethical standards of the Board. The school will also include training for Board Members on the ethics policy.

*Please see Appendix D-3 for signed Board ethics statements.*

## Parental Involvement

Parental involvement is a cornerstone of our schools, as we recognize that parental involvement is key to student success.<sup>5</sup> Upon enrollment, parents agree to comply with all school policy and procedures as outlined in the Student & Parent Handbook.

Gem Prep: Pocatello strongly encourages parents to complete 20 hours of participation/volunteerism time each school year, with the intention that the more parents are involved, the more they will understand and be able to positively benefit the education of their students. The School's enthusiasm toward the participation program is to impart education ownership to the parents and to truly partner with them for their students' successes. All activities that parents/guardians voluntarily participate in on behalf of the school; whether at the campus or off-campus, are counted towards their volunteer hours. Parents are also encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, and assisting with school events, PTO, school socials, etc. The school will maintain a differentiated list of parent volunteer activities ~~on the Web site and in the parent newsletter~~, and a log of volunteer hours is kept in the school office. As the school grows from kindergarten through high school, ~~we will the update our~~ parental involvement opportunities will be updated, as appropriate.

In an effort to encourage enrollment of students from families of diverse family dynamics, parents are provided a lengthy list of opportunities in which to be involved. This allows parent volunteerism and involvement even in families with two working parents, single parent households, low income families, etc. As a testament to this effort of balancing high parental involvement with a variety of family dynamics, during the 2015-2016 school year, Gem Prep: Pocatello served students who had a higher rate of qualification as "low income" than did the Pocatello School District.

All volunteers must complete a Volunteer Agreement form. Volunteers receive structured training (as needed), and must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the school leader reserves the right to relieve the volunteer of his or her responsibilities.

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<sup>5</sup> Numerous studies have found links between parental involvement and engagement and student academic success are strong, in fact, this link has now been deemed "undisputed". An example of these critical links includes the U.S. Dept. of Ed's 1995 report, *Strong Families, Strong Schools*. Additional researchers, including Kellaghan, Sloane, Alvarez, and Bloom (2003), and Beth Simon (1999), Topor, D, Keane, S., Shelton, T. and Calkins, S. "*The Interface of Family, School, and Community Factors for the Positive Development of Children and Youth*" (2010) have also well- documented and synthesized research on this topic.



A Parent Organization will provide consultation and support to the Board and the Administration regarding ongoing plans for the school.

Parental participation may also include, but is not limited, to the following:

- Ongoing contact with certified teaching staff
- Parent-teacher conferences
- Volunteering for school projects, programs and committees
- Attending Orientation Sessions
- Creation and participation in a Parent Teacher Organization
- Attending board meetings
- Creating committees to participate in the leadership and operation of the school
- Attending ongoing educational workshops
- Attending ongoing field trips and activities
- Receiving key information regarding school events on the Gem Prep: Pocatello website
- Reviewing online Student & Parent Handbook which is updated annually. School ~~leadership~~ Administration will also solicit input on the Student & Parent handbook.

In order to create awareness of volunteer opportunities and other parental involvement opportunities, the information may be communicated via email and the school website

## Audits

Every year Gem Prep: Pocatello, Inc. will hire an independent certified public accountant to conduct an independent audit that complies with all generally accepted auditing standards and will be separate and distinct from all other charters held by the Board. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the State Department of Education. The school will address any concerns brought up by the audit in a timely manner.

## Financial Reporting

Gem Prep: Pocatello, Inc. will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6).

The Gem Prep: Pocatello, Inc. Board will present and discuss all financial matters at public sessions and post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep: Pocatello website. The ~~Gem Prep: Pocatello~~ Board will hold an annual public hearing where the budget is discussed in detail. The Board will post notices of all meetings, including financial meetings, at the Gem Prep: Pocatello school site as well as two other public sites within the attendance area, such as at a public library.



Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The sSchool places copies of all teacher contracts and vendor contracts on the school website. In addition, the sSchool places a listing of all disbursements on the website and makes available all such information upon request.

Annually, Gem Prep: Pocatello, Inc. will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). Gem Prep: Pocatello will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

Gem Prep: Pocatello, Inc. will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Gem Prep: Pocatello, Inc. will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

## Tab 6: Employee Requirements

### Qualifications

Gem Prep: Pocatello's full time and part time staff ~~will~~ meet or exceed qualifications required by state law. Instructional staff, including Special Education teachers, shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) ~~and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers.~~ They will meet the qualifications outlined on the State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions ([http://www.sde.idaho.gov/site/teacher\\_certification/HQT/](http://www.sde.idaho.gov/site/teacher_certification/HQT/)). Administrators will be certified as administrators.

Staff ~~will be~~ are required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission and expectations of Gem Prep: Pocatello.

### Administrator Qualifications

Gem Prep: Pocatello Administrators ~~will~~ meet or exceed qualifications required by state law, will be highly qualified and will fit the school model and philosophy. The ~~school leader~~ principal will have an Idaho principal certification.

### Background Checks

All employees, subcontractors, board members, and volunteers who work with students independently are required to undergo State of Idaho criminal background checks and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card to the school who will submit such background check information to the Office of Certification at the State Department of Education.

### Health and Safety Procedures

Gem Prep: Pocatello will adopt a comprehensive Health and Safety plan in conjunction with feedback from parents and staff. To ensure the safety of employees and students, Gem Prep: Pocatello will comply with health and safety procedures, such as the following:

- 1) All state rules and regulations for student safety will be followed.
- 2) Conduct criminal history check for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- 3) Require all students have proof of immunization before enrolling.
- 4) Require students to have a birth certificate or other identification before being enrolled at Gem Prep: Pocatello.

- 5) Requires that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
- 6) 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.
- 7) Staff will be trained in procedures outlined in the public schools' emergency plan.
- 8) 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, and fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- 9) A health / nurse room will be furnished and supplied adequately for the number of students in the school. Health records highlighting chronic issues will be held on each student and made available in emergencies.
- 10) Emergency contact numbers will be maintained on all students. We will create a plan for quickly contacting parents during an emergency.
- 11) Fire and evacuation drills will be conducted regularly. Maps illustrating fire exit routes will be posted near the exit in every room.
- 12) Gem Prep: Pocatello will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Gem's insurance carriers and at a minimum address the above and following items:
  - a) Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - b) Policies relating to preventing contact with blood-borne pathogens.
  - c) A policy requiring that all staff receives training in emergency response.
  - d) Policies relating to the administration of prescription drugs and other medicine.
  - e) A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - f) Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco free workplace.
  - g) A policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's Student & Parent Handbook, and will be reviewed on an ongoing basis in the school's staff development efforts.

## Disciplinary Procedures

At the core of Gem Prep: Pocatello's culture is a commitment to academic excellence, college access and career success. Students are expected to work hard towards this pursuit and they are provided with a community of adults who believe that success is possible for all students enrolled in the school. We view each student as an individual and seek to develop an educational path that meets his or her needs.

We realize that creating a positive, safe, welcoming school culture is paramount to the success of our school and the well-being of our students. At Gem Prep: Pocatello, the Principal ~~will be~~ is the primary lead for school culture, ~~in conjunction with the Assistant~~

~~Principal(s)~~. S/he will design a comprehensive, consistent, school wide discipline plan with input from teachers. The plan ~~will~~ establishes behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community. Our school culture plan ~~will~~ is also focus on community building, connectedness, and creating an inclusive school—one where teachers are in the hallways greeting students, or making sure no student is sitting alone at lunch, for example. We will also create an anonymous reporting system for instances such as bullying, drugs and alcohol, to ensure that the school is safe.

Our school culture plan ~~will~~ focuses on the positive, ~~will~~ be is preventative rather than reactionary and ~~will~~ be is grounded in research based programs such as Positive Behavior Intervention Systems (PBIS) and Responsive Classrooms. At the core of our school culture plan is our philosophy that we should first focus on character development that promotes student respect for themselves and others.

The key components of the school culture plan include:

- High expectations for behavior
- A positive, safe, inclusive and supportive learning community
- Respect for oneself, others and the learning environment
- Teaching appropriate behaviors and fostering responsible decision-making skills
- Building character and social-emotional skills: “Habits of Mind”
- The importance of adults modeling the behaviors that we expect from students

Responsive Classroom<sup>6</sup> has been found to increase student achievement, improve student teacher interactions, and has led to higher quality instruction. The program is rooted in cultivating Habits of Mind that are necessary for success in school, life and the work force. These habits were created in conjunction with the Collaborative for Academic, Social and Emotional Learning (CASEL) standards on social emotional learning, which identify five areas of social emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making, We believe that these skills and habits are essential for students’ future success, and as such, we plan to integrate these programs and skills into both our school culture as well as our academic courses.

Student’s expectations for appropriate behavior are high and ~~will~~ be are communicated to students regularly. School policies are outlined in the Student & Parent Handbook and ~~will~~ be are reviewed at orientations, and the handbook ~~will~~ be is available on the Web site. Students ~~will~~ be are trained and coached on school culture during daily practice. We will measure its effectiveness of our school culture plan by tracking attendance, discipline referrals, and academic progress as well as surveying all community members, including teachers, students, and parents.

Discipline at Gem Prep: Pocatello emphasizes a positive approach, and we expect our students to behave in an age-appropriate, respectful way towards adults, classmates in

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<sup>6</sup> Please see <https://www.responsiveclassroom.org/about-responsive-classroom> for a detailed description of Responsive Classroom.

school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the school's philosophy. Teachers and staff are primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be made by teachers/staff to solve discipline problems before they are referred to administration.

### **Procedure by which Students can be Suspended, Expelled and Reenrolled**

Gem Prep: Pocatello's Student & Parent Handbook follows 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:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal).
2. Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.
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. Parents will be notified of the student suspension in writing. ~~notification of the student~~ Student suspension will not to exceed five (5) school days in length.
4. 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.
5. 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.
6. Readmission after meeting with the Gem Prep: Pocatello Board of Directors and Administrator prior to the end of the expulsion. In accordance with Idaho Code 33-205-015, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Pocatello to any pupil who is habitual truant, or who is incorrigible, or whose conduct in the judgement 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. A student may be readmitted once meeting the expectations set by the board for that student's readmission. For example, if a student has been expelled for injuring another student in anger, the board may require the student to receive anger management counseling, apologize to the injured student, and meet with the teacher and school

principal to discuss a plan to avoid similar instances in the future in order to be readmitted to the school.

*Please see Appendix Q for our Student & Parent Handbook, which contains detailed information on discipline.*

## **Students with Disabilities**

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEA, Section 504, and all applicable federal and state laws, including the procedures outlined in the Idaho Special Education Manual, when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

## **Contacting Law Enforcement and Student’s Parents**

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 is to be notified immediately. The Principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

The policy will be included in the student handbook and on the school’s website.

Gem Prep: Pocatello will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Gem Prep: Pocatello 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. Our health class will be our first line of defense against drug and alcohol use. 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

*Please see Appendix Q for the Student & Parent Handbook.*

## Alcohol, Drugs and Tobacco

The Board of Directors recognizes that student use of chemical substances is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The school seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, controlled substances and other substances as defined in the policy—creates educational, economic and legal problems (I.C. 33-210). Gem Prep: Pocatello supports prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student.

## Bullying and 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.

*Please see Appendix Q for the Student & Parent Handbook.*

## Suicide Prevention

Gem Prep: Pocatello will comply with Idaho Code 33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA). 08.02.03.160. Additionally, Gem Prep: Pocatello uses the 4-pronged approach recommended in the Idaho Guidelines for Suicide Prevention in Schools:

- *Student Well-Being:* Dr. Thomas Joiner, in his book *Why People Die By Suicide*, documented two major warning signs for suicide: failed belongingness and perceived burdensomeness. School personnel and a strong school culture can play a key role in increasing student feelings of belongingness and capability/effectiveness (non-burdensomeness).
- *Training:* Staff training is to include all certified school personnel, in the fall of each new school year. Training will be incorporated into the professional development days, provided to certified teachers prior to the start of each school year.



- *Student Training:* Student prevention will be administered in a regular, relevant class setting, in our health class. The curriculum will focus on warning signs; protective factors, available community mental health services, and a strong message of hope, with the purpose of helping students identify classmates or themselves to prevent suicide. We will use the following guidelines:
  - Do not present students with curriculum until school personnel, parents, and community mental health providers are on board and support is available for those presenting with suicide ideation.
  - Do not present student suicide prevention training within six to twelve months of a completed suicide, depending on the readiness of the school community. Continue post-intervention activities.
- *Screening:* It is critical to follow up with students who are identified by the training or coursework as at risk.

## Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076.

## Transfer Rights

Gem Prep: Pocatello, Inc. will be its own Local Education Agency (LEA). No employee transfer rights apply between Gem Prep: Pocatello and any other school district.

## Employee Benefits

Gem Prep: Pocatello, Inc. will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees will be covered by worker's compensation insurance and unemployment 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 Gem Prep: Pocatello, Inc. to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Gem Prep: Pocatello, Inc. will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Gem Prep: Pocatello, Inc. will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

## Collective Bargaining



Per Idaho Code 33-5205, Gem Prep: Pocatello's staff and employees will be a separate unit for purposes of collective bargaining.

## **Nondiscrimination in employment**

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

## **Contracts**

All teachers and administrators will be on a written contract with Gem Prep: Pocatello approved by the Board.

The contract will be conditioned upon a valid certification being held by such professional personnel at the time of entering upon the duties. A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators ~~will be~~ are on file.

## **Teacher Professional Development**

~~As a new~~ The School grows, Gem Prep: Pocatello will need to hire several new teachers. It is essential that each of these teachers joins the ~~organization~~ School ready to have immediate impact on students' education and that they are supported and developed through the course of their career. We also realize that our model will require specific professional development in order for it to be effective. We want to be thoughtful in our approach to hiring and retaining good teachers to ensure that our model is implemented with fidelity.

*Please see Appendix N-1 for the Professional Development Plan*

## **Retention**

Gem Prep: Pocatello knows that recruiting, selecting and developing high quality teachers is a wasted effort if the organization is unable to retain those teachers so that they continue to have a positive impact on student learning year after year. A key component of our retention strategy lies in the development efforts described above. Teachers will be treated as professionals and significant investment will be made in ensuring they continue to improve their craft and feel value in this work. Further, a personalized approach to professional development (PD) is utilized to make PD more meaningful to each teacher. A professional development plan for each teacher is created with their supervisor, in accordance with submitting portfolio evidence to ensure that all teachers are successful in our model and that PD is personalized to their individual learning needs.

## **Teacher Evaluation**

Professional development will take a personalized approach. After a self-assessment, teachers will set goals with the school ~~principal leader~~ at the start of the year. They will be observed multiple times per year by ~~school leadership~~ the Principal, and will be evaluated

twice per year according to multiple measures, including student achievement and formal observations. Evaluators will meet with teachers at least three times per year to set goals, have a mid-year conference, and have an end of the year, final/summative conference.

Professional Development will be tailored to the needs of teachers as identified in their growth plans. As stated above, all teachers will have a personalized learning plan that identifies their individual needs and lays out a professional development plan that is a mix of in person and online offerings. Teachers will be evaluated according to the Gem Prep: Pocatello Rubric, which is aligned to standards.

Teachers who are underperforming will be given coaching and additional resources by both the ~~Academic Team at the Administrative~~ Administrator level and the Principal. The teachers' professional development plan will be adjusted as necessary to assist them.

### **School Leader/Principal Development**

A School Leader/Principal has been hired for Gem Prep: Pocatello. The contract began July 1, 2015.

The principal of the school will be evaluated at least once yearly, and will include multiple objective measures such as: teacher observation, parent input, teacher input, survey results, and student achievement results. The plan is also aligned to standards.

## Tab 7: Admissions, Discipline, Student Policies

### Enrollment

Gem Prep: Pocatello's enrollment is capped at 366 students in grades K-12. Annually, no less than thirty (30) days prior to Gem Prep: Pocatello's 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 366 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Gem Prep: Pocatello 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.

### Enrollment Capacity

In order to assure availability for all students who wish to re-enroll, Gem Prep: Pocatello's enrollment caps will be set at 24 students for grades K-3 and 30 students for grades 4-12. Gem Prep: Pocatello will follow Idaho law in cases of over enrollment by utilizing the lottery provision. The chart below outlines the enrollment capacity plan. The below chart shows enrollment caps set for each grade level from SY2014 through SY2022. Grades 7-12 numbers are larger than the actual anticipated enrollment numbers. These caps are necessitated in order for the school to accommodate all students who wish to continue enrollment. (See the chart on page 19 Tab 2 showing the anticipated enrollment projections for the school.)

### Gem Prep: Pocatello Enrollment Capacity

**DELETED  
CHART**

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Y1	Y2	Y3	Y4	Y5	Y6
K	24	24	24	24	24	24
1ST	24	24	24	24	24	24
2ND	24	24	24	24	24	24
3RD	24	24	24	24	24	24
4TH	30	30	30	30	30	30
5TH	30	30	30	30	30	30
6TH		30	30	30	30	30
7TH			30	30	30	30
8TH			30	30	30	30
9TH				30	30	30
10TH				30	30	30
11TH					30	30
12TH						30
	156	186	246	306	336	366

### Gem Prep: Pocatello Enrollment Capacity

\*For historical actual enrollment and future anticipated enrollment please see chart in Tab 2.

Historical Program Enrollment Capacity			Grade	School Enrollment Capacity (2017-2022)					
2014-15	2015-16	2016-17		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
24	24	24	K	24	24	24	24	24	24
24	24	24	1st	24	24	24	24	24	24
	24	24	2nd	24	24	24	24	24	24
	24	24	3rd	24	24	24	24	24	24
		30	4th	30	30	30	30	30	30
			5th	30	30	30	30	30	30
			6th		30	30	30	30	30
			7th			30	30	30	30
			8th			30	30	30	30
			9th				30	30	30
			10th				30	30	30
			11th					30	30
			12th						30
48	96	126		156	186	246	306	336	366

## Student Recruitment

Student Recruitment will be owned locally. ~~School~~The Leaders Principal will be held accountable for meeting ~~their~~ the enrollment projections. Equally, if not more important, it is critical that the ~~school leaders~~ Principal and staff make connections with prospective parents early and feel a sense of ownership for ensuring that they are providing a high quality education that attracts students. Recruitment strategies will include developing partnerships with local preschools, religious and other community organizations as well as holding information sessions and advertising through local channels, as well as on all of our external communications.

## Admissions Procedures

Gem Prep: Pocatello is open to all children, on a space-available basis within each grade. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state residents will be enrolled.

Gem Prep: Pocatello ~~will~~ follows the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

As a public charter school, Gem Prep: Pocatello must, as a condition of its charter, have an open enrollment policy. Charter schools have a cap or limit as to the number of students they can accept. If the number of applications to a charter school exceeds the capacity of the school, all applicants will have an equal chance of being admitted through a random selection process or lottery.

Gem Prep: Pocatello follows the model admission procedure identified by the Idaho State Board of Education.

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.
2. Prior to enrollment each year, Gem Prep: Pocatello will advertise in local media and online and make application forms available online. The application will include information pertinent to filling available slots.
3. Students currently attending Gem Prep: Pocatello will have first preference and Gem Prep: Pocatello's full-time employee's children will have next preference for admission to the school, with a maximum of 10% of the student population consisting of full-time employee's children.
4. Siblings of students already selected by lottery will be given next priority.
5. Prospective students residing in the primary attendance area of the school will be the next priority.

6. All other students residing outside of the attendance area will be the final priority.

Gem Prep: Pocatello ~~will substantially follow~~ the model admission procedure identified by the Idaho State Board of Education ~~in the initial year and for every year thereafter.~~

### **Requests for Admission**

Gem Prep: Pocatello 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 Gem Prep: Pocatello. In the case of a family with more than one (1) child seeking to attend Gem Prep: Pocatello, 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, Gem Prep: Pocatello on or before the enrollment deadline established by Gem Prep: Pocatello. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Gem Prep: Pocatello is insufficient to enroll all prospective students, a lottery (as outlined above) shall be utilized to determine which prospective students will be admitted to Gem Prep: Pocatello. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Gem Prep: Pocatello 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.

### **Lottery Process**

Gem Prep: Pocatello ~~will hold~~ a lottery each year unless the initial capacity of Gem Prep: Pocatello is sufficient to enroll all prospective students. The lottery ~~will be~~ is held in a public forum and a neutral 3rd party ~~will conduct~~ the lottery selection. Gem Prep: Pocatello ~~will determine~~ the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

### **Waiting Lists**

Once the equitable selection process is conducted each year, waiting lists for each grade ~~will be~~ are developed. Students ~~will be~~ are placed on the list according to the order they were drawn for each priority group. Those lists ~~will be~~ are used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent does not respond to the offer by the date designated in the offer the student's name ~~will be~~ is removed from the list and the next eligible student ~~will be~~ is offered the seat.

Any written requests for admission received after the lottery has been conducted ~~will be~~ are added to the bottom of the wait list for the appropriate grade and preference group.

Wait lists ~~will~~ do not carry over from one year to the next.

All openings during the school year ~~will be~~ are filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission, or fails to respond to such an offer in a timely manner by the date designated in such offer by Gem Prep: Pocatello, then the name of such student ~~will be~~ is stricken from the wait list, and the seat that opens in that grade ~~will be~~ is made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted ~~will be~~ are added to the bottom of the wait list for the appropriate grade. If a student is enrolled in Gem Prep: Pocatello, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04.

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

### **Attendance Requirements and Records**

Consistent attendance is essential to remaining in the Gem Prep: Pocatello program. Gem Prep: Pocatello students will meet or exceed the instructional hours as outlined in Idaho Code: 450 hours for kindergarten; 810 hours for grades 1-3; 900 hours for grades 4-6; and 990 hours for grades 7-12.

### **Notification of Enrollment Opportunities**

In accordance with IDAPA08.02.02.203.02, Gem Prep: Pocatello will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by Gem Prep: Pocatello each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, Gem Prep: Pocatello will ensure that such process includes 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 school. Gem Prep: Pocatello 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. The School is committed to providing and disseminating outreach and enrollment information in languages represented within the attendance area, e.g. Spanish. The current principal of Gem Prep: Pocatello is bilingual in Spanish and actively participates in enrollment activities. 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.

*Please see Appendix K for a map of the primary attendance area.*

## **Denial of Attendance**

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Pocatello to any pupil who is a habitual truant (I.C. 33-201), 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 process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

## **Student & Parent Handbook**

Gem Prep: Pocatello has developed a draft K-6 Student & Parent Handbook, which outlines school policies, Internet Use, and disciplinary procedures. As the school grows, a secondary handbook will be developed to reflect the laws applicable at that time.

In order to ensure that both parents and students understand the expectation for students at Gem Prep: Pocatello, handbook policies will be reviewed at orientation, and is available on the school's Web site.

*Please see Appendix Q for the Student & Parent Handbook.*

## **Internet Use**

Gem Prep: Pocatello has a comprehensive, realistic and enforceable Internet Use Policy, which includes parent permission.



## Tab 8: Business Plan, Transportation and School Lunch

### Business Plan

Gem Prep: Pocatello 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 (“IRS Code”), or the corresponding provisions of any future federal income tax code. The Articles of Incorporation for Gem Prep: Meridian were filed with the Secretary of the State of Idaho on March 23, 2015 and an Employer Identification Number has been received. An Articles of Amendment for a name change to Gem Prep: Pocatello was filed and approved on December 21, 2015. The CFO Business Manager is in the process of filing an Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (form1023). Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy. The non-profit status is important in accessing contributions from entities that are willing to donate to the programs of charter schools.

Since 2014, I-DEA has developed and implemented a K-4<sup>th</sup> face-to-face campus program, utilizing the knowledge and practices learned through I-DEA to transition a way to meet the needs of students who desire a more individualized, adaptive, face-to-face educational program. The plan is to transition the program to a commission authorized charter school beginning the 2017-2018 school year. At such time, the school will support kindergarten through 5<sup>th</sup> grades, and will grow to include K-12 by the 2022-23 school year.

### Marketing Plan

Gem Prep: Pocatello believes that the best marketing strategy is to deliver an excellent education for students which produces strong results. The program has seen an enrollment trend of retention for the past two years, with students re-enrolling for their next consecutive year and sharing with their own communities about their experiences with Gem Prep: Pocatello. This positivity and word-of-mouth communication has been the number one reason for the increased enrollment and the wait-list for the 2016-2017 school year. The school staff, families, board members and other constituents can tell their story to a broad range of external stakeholders.

In addition to the most critical audiences of prospective families and teachers, the organization will continue to seek opportunities to proactively build a brand around innovation that establishes Gem Prep: Pocatello as a national leader in the realm of next generation learning. The school engages in a variety of marketing and relationship building activities in an effort to both increase enrollment and to solidify the brand within the community. This may be accomplished through a variety of tools capable of reaching a wide cross section of the local community, which continues to include underserved and at-risk

families. The School intends to continue to participate in successful outreach opportunities such as:

- Participation in community and other networking events, e.g. fairs, family days, parades, special zoo events, holiday activities, etc. The current bilingual principal attends most of these community functions.
- Social Media: Facebook, Community Calendars
- Gem Prep: Pocatello Web site
- Brochures and Posters handed out and placed on community bulletin boards, the local swimming pool, rec center, local public libraries, and other family gathering places, as well as shared with local community leadership groups such as Rotary, etc. Bilingual principal participates in outreach activities where he can meet face-to-face with constituents.
- Local media coverage, news releases and articles - specifically identifying that the school is open to all students within the enrollment area and serves-equally-all demographics.
- Invitations to campus given to legislators, community leaders, philanthropists, local businesses, etc.
- Signage on campus and at public events; in languages appropriate to demographics of the enrollment area.
- Participation in community support drives with other schools and local businesses.
- Events (open houses, summer socials on campus, gatherings at local community activities, and summer lunches in the park, etc.)
- Participation in PTO activities, fund raisers and community projects on and off campus
- Relationship building with local libraries; continuing to partner with them in various venues for student story-time and outreach opportunities to reach a wide-range of constituents.

The School's marketing plan has reached and enrolled a larger portion of low income underserved families than the local school district, and has impacted the local enrollment area by purposing to find ways to reach out to all constituents within the enrollment area. The School will continue to pursue opportunities to market to the underserved populations, minorities, as well as to all within the enrollment area.

*See Appendix O for Outreach and Marketing Plan*

## **Resumes**

Please see Appendix D-1 for resumes of the Board of Directors D-4 for Leadership Administration resumes.

## **Management Plan**

The Gem Prep: Pocatello, Inc. Board of Directors is the governing board of the Gem Prep: Pocatello school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue

with the school principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Gem Prep: Pocatello board.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Pocatello.

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For administrative and operational oversight (not day-to-day operations)
- For the legal affairs of Gem Prep: Pocatello, Inc.
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly operating leadership team which advocates for both children and the community.

School Director works under the direction of the Board. Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure GPP meets the performance requirements outlined in the performance cert
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendation to the Board on issues facing the school
- Strategic Planning

Business Manager works under the direction of the Board and the school Director. Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance

- Benefits

Academic Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervises and evaluated school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

Operations Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

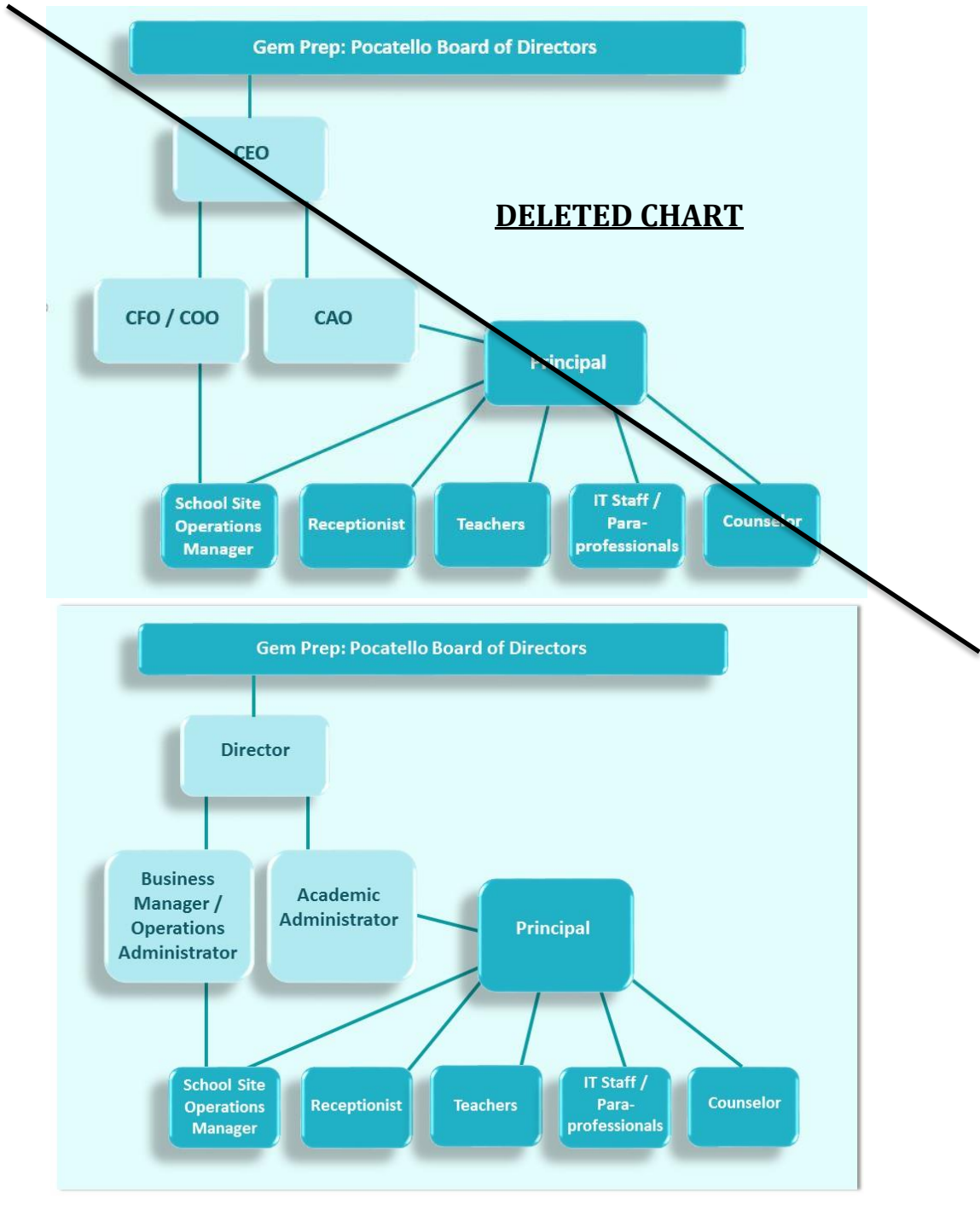
- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

Principal works under the direction of the Academic Administrator. Responsibilities include but are not limited to:

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling
- School Calendar
- Marketing
- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Oversee substitute teacher roster, training and evaluation
- Student enrollment and records
- Attendance

The below organizational chart is the initial proposed plan. We anticipate minor changes over the course of our growth.

**Gem Prep: Pocatello**



Please see Tab 5: Governance.

## School's Financial Plan

### Budget

The budget for Gem Prep: Pocatello is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget are provided to any interested parties via the Gem Prep: Pocatello website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

*See Appendix F for Three Year Operating Budget Assumptions. Detailed Fiscal Impact Three Year can be found in Appendix I.*

#### **Income sources**

Funding sources will include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives.

Any federal funds for Title I, Title II and ~~Title VI-B-IDEA Part B~~ will be calculated through the prescribed formulae and submitted within required deadlines.

J.A. and Kathryn Albertson Foundation awarded the I-DEA leadership team a 4.5 million dollar grant from the J.A. and Kathryn Albertson Foundation to assist Gem Prep: Pocatello, as well as future Gem Prep Schools, with start-up costs. The J.A. and Kathryn Albertson Foundation funds will be disbursed via a check through Blumm directly to Gem Prep: Pocatello.

#### **Fundraising Plan**

The Board of Directors, Administrators, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

Director of Development services will either be employed or contracted, to serve Gem Prep: Pocatello. The Development Director will continually strive to identify, educate and cultivate key donors who are capable of making major gifts.

*Please see Appendix E-4 for the grant letter from the J.A. and Kathryn Albertson Foundation.*

#### **Operating Expenditures**

Gem Prep: Pocatello operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section - 67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board

meetings.

## **Non-operating expenditures**

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

## **Cash Flow**

The ~~CFO~~ Business Manager reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis. The ~~CFO~~ Business Manager also meets with the School Operations Manager at each site on a monthly basis.

## **Financial Management**

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). Gem Prep: Pocatello, will follow the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the ~~Chief Financial Officer (CFO)~~ Business Manager. The ~~CFO~~ Business Manager, in conjunction with his/her team (including the school operations manager at the school sites), completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

## **Pre-Opening Plan and Timeline**

The pre-opening timeline can be found in Appendix J. As the program school has been open since 2014, it was determined by the Commission that the pre-opening timeline is not applicable, and therefore is not included in the appendices.

## Transportation Plan

Gem Prep: Pocatello currently offers ~~limited~~ student transportation by purchasing bus passes from the City of Pocatello. The school has, and will continue to expand the bus pass program based on growth and demand. The school will also support a plan for parents to organize carpools and will work with local daycare centers to provide before and after school vans.

In the 2015-2016 school year, Gem Prep: Pocatello partnered with the City of Pocatello to provide bus service. Since that time, 71% of students utilize the transportation services. The transportation plan was developed in partnership with parents, and updates and expansions continue to be vetted through parents. Students in all grades, including kindergarten, are eligible to ride the bus. In 2016-2017 the School will expand the transportation program adding additional stops in the enrollment area. A key component of the transportation plan continues to be student safety. A staff member meets students and parents at the first stop and rides the entire bus route, picking up students at each stop, and only exits the bus at the school campus. A daily morning and afternoon record is kept of student ridership, and all students are accounted for during their transport. Parent volunteers also may ride the bus with the staff and accompany students along the route, counting this time towards their volunteer hours. The same procedure is followed in the afternoon, with a staff member riding the entire bus route with students, ensuring that no student is left unattended while being transported to or from school.

If the need arises for a state reimbursable transportation plan, the school will investigate other options and will follow all state reporting requirements for transportation per Idaho Code 33-5208(4). A formal bid process as outlined by the Idaho State Department of Education and Idaho Code 33-402(2) will be followed. Transportation will be provided to the student population as outlined in Idaho Code 33-5208(4)(a)(b).

Students with special needs will be provided transportation in accordance with requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation will adhere to the IDEA. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

## School Lunch Program

The Gem Prep: Pocatello, Inc., Board will adopt policies relating to school lunch in accordance with federal and state laws. Gem Prep: Pocatello believes that no child should go without food and will provide a lunch to enrolled students beginning in its first year of operation as a school.

During the first two school years (2015 and 2016), Gem Prep: Pocatello provided lunch and snacks for students who were unable to bring their own food to school. Gem Prep: Pocatello received a grant from the National School Lunch Program for a milk cooler to support the



implementation of a milk program in 2016-2017. The school intends to offer a full hot lunch program in the 2017-2018 school year. See full nutrition plan timeline in chart below:

### Gem Prep: Pocatello Nutrition Plan Timeline

- 2014-2015**
    - Provide snacks and/or lunches to students who are unable to bring their own food to school.
    - Participates in the Idaho Dairy Council Free Cheese for Testing program.
  - 2015-2016**
    - Partner with local food bank in the "Feeding of America Backpack Program" offering weekend food to low income students whose families qualify.
  - 2016-2017**
    - Intends to implement National "Special Milk Program" approved through the "National Lunch Program"; providing free or reduced milk to low income qualifying students and/or at low cost to all students.
    - Applied for and was awarded a Milk Cooler Grant through the Idaho Dairy Council.
  - 2017-2018**
    - Intends to implement a full hot lunch program.
- 

Families are notified about the nutrition options through various communication avenues such as on-campus events like 'back to school night', as well as in-house announcement TV screen, Facebook, flyers, teacher newsletters, principal newsletter, emails, etc.

Should Gem Prep: Pocatello decide to participate in the National Lunch Program, the school will continue to collect- free and reduced data will be collected annually by individual FRL forms and/or through Direct Certification. The forms are collected at the beginning of each school year. Ninety-two percent of families responded in the 2015-2016 school year, and Gem Prep: Pocatello will continue to pursue receiving a high percentage of respondents to the FRL survey.

### Purchased Services

See in Appendix E for draft contracts and Tab 10 for a list of possible vendors.

# Tab 9: Virtual Charter School

This section is not applicable to Gem Prep: Pocatello.

## Tab 10: Business Arrangements, Community Involvement, School Closure

Gem Prep: Pocatello will purchase curriculum from several curriculum providers such as:

**Pearson** for Reading Street textbooks, Prentis Hall Common Core Literature digital courseware, Life Science and Physical Science digital courseware, Integrate High School Math digital courseware, Digits Math grades 6-8 digital courseware. Scott Foresman Social Studies textbooks.

**Houghton Muffin Harcourt** for Science Fusion, World History, The Americans and World Geography interactive online subscriptions.

**Singapore Math** grade K-5 textbooks

**Handwriting Without Tears** workbooks

**iReady** for Diagnostic and Instruction Math and Reading site licences

Kindergarten through sixth grade does not share teachers with other schools. However, beginning in fall 2019, Gem Prep: Pocatello plans to share educators for the secondary model. For this arrangement, there are two possible strategies being considered: 1) one to one sharing with no monetary exchange: i.e. a biology teacher in Gem Prep: Pocatello will telecast to classes in Gem Prep: Nampa and vice versa an English teacher in Nampa will telecast to classes in Pocatello. 2) a split FTE: i.e. a teacher will be contracted on two school payrolls—possibly a .6 FTE for Gem Prep: Nampa and a .4 FTE for Gem Prep: Pocatello. All options will be discussed with the Idaho State Department of Education prior to implementation.

### Business Arrangements

Gem Prep: Pocatello, Inc., does not currently have contracts with other schools, businesses or individuals. When Gem Prep: Pocatello, Inc., is authorized to operate the program as a charter school and becomes an LEA, possible key business arrangements are:

Blue Cross **Regence**: Used to service ~~for~~ employee health insurance plans.

**Delta Dental**: Used to service ~~for~~ employee dental insurance plans.

Eberharter-Maki & Tappen, **PAMSBT Law**: A full service law firm, used in representing and advising in the areas of general and municipal law, education law, administrative law, employment law, etc. ~~for legal services~~

**Excent Corporation**: Gem Prep: Pocatello will utilize ~~for~~ **Enrich** Special Education Software to facilitate file management of IEPs and student special education records. ~~teachers use to manage IEPs, and student special education records,~~

**Idaho Distance Education Academy:** I-DEA will lease portable classrooms to Gem Prep: Pocatello, as well as sub-lease the main school facility at 1451 Jessie Clark Lane, Pocatello, ID 83202. ~~to lease portable classrooms~~

Idaho Distance Education for Administration Management

**Hayden, Ross, PLLC:** ~~Cø~~ An independent, full-service CPA firm will be used for independent audits of school finances. ~~Service~~

**Illuminate Education, Inc.:** Gem Prep: Pocatello will use the Illuminate ~~for~~ Data and Assessment program which provides tools to access real-time data; allowing teachers to flexibly group students, align tests with state content standards, efficiently analyze data for Rtl protocol, etc.

**ICRMP:** Used for loss protection for property and casualty insurance coverage, exclusive to Idaho local governments.

**Instructure, Inc.:** Gem Prep: Pocatello will utilize the ~~for~~ Canvas software application for the administration, documentation, tracking, reporting, and data delivery for the School's Learning Management System.

**Power School:** Used to manage the ~~for~~ student information system for online enrollment and registration, as well as managing school processes and data.

**Tyler Technologies:** Used for public sector accounting program software and technology services.

### Possible Community Partners:

- **Gem Prep: Pocatello PTO:** The PTO was established during the 2015-16 school year. Administration attends all PTO meetings. The School and PTO work well together, boosting parent involvement, communication, community awareness, project funding, etc.
- **Portneuf Public Library:** The children's librarian regularly holds story time and other activities on campus for the kindergarten and first grade classes. The librarian markets the school to library constituents, and participates in Gem Prep: Pocatello on-campus summer events.
- **Monsanto:** Is a local funding partner in the Gem Prep: Pocatello makerspace, making it possible for The School to purchase the necessary furniture for the space. The space will open the fall of 2016.
- **Pocatello Transit Authority:** Since 2015, the transit authority has partnered with Gem Prep: Pocatello to provide transportation services for all students.
- **Idaho Charter School Network:** Partner with Gem Prep: Pocatello to advocate for policy conducive to positive charter school outcomes.
- ~~**National Honor Society**~~

- **J.A & Kathryn Albertson Foundation:** Has provided generous philanthropic support for the growth of Gem Prep: Pocatello.
- **Idaho School Board Association:** Utilized to provide board training, staff training and legal advice.
- **Idaho Association of School Business Officials:** Utilized as a partner for school finance training, networking, finance laws and budgeting expertise.

*Please see Appendix E-1 for Jessie Clark facility Lease Agreement, Appendix E-2 for Draft Professional Services Agreement, E-2 Sublease Approval Agreement Letter, E-3 for the I-DEA Lease Agreement, and E-4 for JAKAF Grant Award Letter.*

## Termination of the Charter/School Closure

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School

Prior to any school closure decision, a closure protocol will be developed to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets, in accordance with Idaho law.

Pursuant to Idaho Code 33-5212, in the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year.

Gem Prep: Pocatello will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

*See ~~Appendix R 4 for Idaho School Closure Protocol~~ and Appendix A-3 for the Bylaws.*



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FILED EFFECTIVE

SECRETARY OF STATE  
STATE OF IDAHO

2015 MAR 23 AM 9:26

**ARTICLES OF INCORPORATION  
OF  
GEM PREP: MERIDIAN, INC.  
A Non-Profit Corporation**

The undersigned, all of whom are citizens of the United States of America, do hereby associate themselves to promote, organize, establish and operate a non-profit corporation pursuant to the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3, Idaho Code. We do hereby certify to adopt The Articles of Incorporation set forth herein:

**ARTICLE I**

The name of the corporation (hereinafter called the Corporation) shall be:

**Gem Prep: Meridian, Inc.**

**ARTICLE II**

The Corporation is a nonprofit benefit corporation organized exclusively for charitable, educational, and scientific purposes under the Idaho Nonprofit Corporation Act. No part of the net earnings shall inure to the benefit of its incorporator, officers, directors, or any other private person(s), except that the Corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein or in the Corporation Bylaws.

The Corporation may exercise all powers which a corporation organized under the laws of the Idaho Nonprofit Corporation Act, as may be amended, may be authorized to exercise. The specific purpose for which this corporation is organized is to operate a public charter school pursuant to the Idaho Public Charter Schools Act of 1998.

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 powers and purposes of this Corporation shall, at all times, be so construed and limited as to enable this Corporation to qualify as a not for profit organization, and existing under Chapter 3, Title 30 of the Idaho Code, and it shall have all power and authority as set forth in Section 30-3-24 of Idaho Code, and all other applicable sections of the Idaho Code.

IDAHO SECRETARY OF STATE  
03/23/2015 05:00  
CK:92468 CT:299074 BH:1467607  
1@ 30.00 = 30.00 INC NONP #2

205384



### ARTICLE III

The street address of the registered office is:

606 South Avenue  
Deary, ID 83823

And the registered agent at such address is:

Barb Femreite  
Agent/Treasurer/Business Manager

### ARTICLE IV

The board of directors shall consist of no fewer than five (5) people, nor more than nine (9) persons, whose terms may, but need not be, concurrent.

The initial Board of Directors shall hold office for an initial period of one year. The directors, after the initial Board of Directors, shall be elected or appointed in the manner and the terms provided in the Bylaws of the Corporation.

The names and addresses of the initial directors are:

<b>Murray Stanton</b> , Chair	1371 Mica Mountain Deary, ID 83823
<b>Shana Codr</b> , Vice-Chair	1668 Hwy. 9 Deary, ID 83823
<b>Bonnie Freytag</b>	804 Park Street PO Box 151 Deary, ID 83823
<b>Jill Call</b>	9819 W. Pattie Dr. Boise, ID 83704
<b>Dennis Turner</b>	4040 Amber Ln. Pocatello, ID 83202
<b>Terry Ryan</b>	1312 N. 20th St. Boise, ID 83702
<b>Allison Akhnoukh</b>	619 Quince Circle Boulder, CO 80304

## **ARTICLE V**

The name(s) and address(es) of the incorporator(s):

Jason Bransford  
PO Box 338  
Deary, ID 83823

## **ARTICLE VI**

The mailing address of the Corporation shall be:

PO Box 338  
Deary, ID 83823

## **ARTICLE VII**

The Corporation does not have voting members. The manner of selecting directors and conducting business and internal affairs of the Corporation shall be established by the bylaws. The bylaws may be amended from time to time as may be required or desired at a properly noticed special or regular meeting of the board of directors.

## **ARTICLE VIII**

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 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 such purpose. Additionally, all records of students residing in the school district in which the Corporation is located will be transferred to the School District.

## **ARTICLE IX**

The duration of the Corporation will be perpetual.

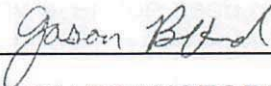
## ARTICLE X

The Corporation is organized upon a non-stock and no-profit basis. The amount of assets of the Corporation is:

Real Property	\$0.00
Personal Property	\$0.00

The Corporation is to be financed and operated by the receipt of tax money and private donations in accordance with the charter schools laws of the State of Idaho.

DATED this 17<sup>th</sup> day of March, 2015



---

JASON BRANSFORD, Incorporator



# ARTICLES OF AMENDMENT (Non-profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the application in duplicate.

1. The name of the corporation is:

Gem Prep: Meridian, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each article being amended:

Article I:

The name of the corporation (herein called the Corporation) shall be Gem Prep: Pocatello, Inc.

3. The date of adoption of the amendment(s) was: December 16, 2015

4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors. (Please fill spaces below)

a. The number of directors entitled to vote was: 6

b. The number of directors that voted for each amendment was: 4

c. The number of directors that voted against each amendment was: 0

The amendment consists of matters other than those described in section 30-30-705, 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: \_\_\_\_\_

Printed Name: Barbara A. Femreite, Treasurer

Signature: Barbara A. Femreite

Secretary of State use only



## **BYLAWS**

### **Gem Prep: Pocatello, Inc.**

The following **BYLAWS** are for the regulation and internal operations, except as otherwise provided by statute and by its Articles of Incorporation, of **Gem Prep: Pocatello, Inc.**, an Idaho Nonprofit Corporation.

#### **ARTICLE I MEMBERSHIP**

##### **Section 1.1 No Members.**

The corporation shall have no members. The rights which would otherwise vest in the members shall vest in the directors of the corporation (hereinafter “Directors”) of Gem Prep: Pocatello, Inc. (hereinafter “Corporation” or “Gem Prep”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of the Directors.

##### **Section 1.2 Associates.**

Nothing in 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 the Idaho Nonprofit Corporation Act, Title 30, Chapter 30, Idaho Code.

#### **ARTICLE II DIRECTORS**

##### **Section 2.1 Powers.**

The Board of Directors of the Nonprofit Corporation shall serve and be known as the Board of Directors of the Nonprofit Corporation. The Board shall conduct or direct the affairs of the corporation and exercise its powers, in accordance with and subject to the limitations of the Chapter 52, Title 33, Idaho Code, and Idaho Nonprofit Corporation Act, Title 30, Chapter 30, Idaho Code. 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:

- To elect and remove Directors.
- To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.

- To conduct, manage and control the affairs and activities of the corporation, and to make rules, regulations and policies.
- 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.
- To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
- To acquire real or personal property, in the name of the corporation, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
- 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 Chapter 52, Title 33, Idaho Code and limitations noted in these Bylaws.
- 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 2.2 Number of Directors.**

The number of voting Directors of the Corporation shall be not less than five (5) nor more than nine (9). The Board may have non-voting members of the board as determined below. The Board shall fix the exact number of voting Directors, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of voting Directors is fixed at seven (7) and the exact number of non-voting Directors is fixed at one (1). The names of the seven (7) initial Directors are noted in the Articles of Incorporation.

**Section 2.3 Election and Term of Office of Directors.**

2.3.1. Election. The Board shall elect the Directors by a vote of a majority of the voting Directors then in office, whether or not the number of directors in office is sufficient to constitute a quorum, or by the sole remaining voting director. The Board shall consist of the following:

2.3.1.1 Individuals who will serve the interests of the Corporation faithfully and effectively.



2.3.1.2 The board may appoint non-voting members as deemed appropriate.

2.3.2. Terms of Office

2.3.2.1 The Board shall provide for staggered terms of its Directors, by designating approximately one-third of the Directors to one-, two- and three- year terms.

2.3.2.2 The term of office of all members of the Board of Directors shall be staggered as follows:

<b>Voting Board Members</b>	<b>Term</b>	<b>Expiration Date</b>
Seat 1: Murray Stanton, Chair	3	6/2018
Seat 2: Shana Codr,	3	6/2018
Seat 3: Dennis Turner	3	6/2018
Seat 4: To be appointed	2	6/2017
Seat 5: Allison Akhnoukh	2	6/2017
Seat 6: Jill Call, Vice Chair	1	6/2016
Seat 7: Bonnie Freytag	1	6/2016

<b>Non-Voting Board Members</b>		
Seat 1: to be appointed	3	6/2018

2.3.2.3 Following the expiration of the designated terms in Section 2.3.2.2, the term of each Director shall be for three (3) years.

2.3.2.4 The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues:

2.3.2.4.1 For the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Director; or

2.3.2.4.2 For the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized;

- 2.3.2.5 A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
- 2.3.2.6 A Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

**Section 2.4 Removal of Directors.**

The Board, by a majority of Directors then in office, may remove a Director with or without cause as provided by the Idaho Nonprofit Corporation Act. The Board may also remove any Director without cause who:

- has failed to attend four or more of the Board's Regular Meetings in any calendar year;
- has been declared of unsound mind by a final order of court;
- has convicted of any felony;
- has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Law; or
- for such other good causes as the Board, in its sole discretion, may determine.

Written notice of removal of an appointed director shall be given to the individual and the removal is effective as of the date of notice, unless the notice specifies a future effective date.

**Section 2.5 Resignation by Director.**

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on receipt of notice, or at any later date specified in the notice.

**Section 2.6 Vacancies.**

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, upon a Director's death, or any other cause. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors. A Director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

**Section 2.7 Compensation of Directors.**

Directors shall serve without compensation. However, the Board may approve reimbursement of a Directors actual and necessary expenses while conducting corporation business.

**Section 2.8 Voting.**



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

### ARTICLE III OFFICES

The corporation's principal office shall be at the Gem Prep registered office as noted in the Articles of Incorporation, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the secretary.

### ARTICLE IV BOARD MEETINGS

#### **Section 4.1 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 and in compliance with the Idaho Open Meetings Act, Idaho Code §§ 74-201 through 74-208.

#### **Section 4.2 Annual Meetings.**

An Annual Meeting shall be held the third Monday in July of each year for the purpose of installing Directors, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

#### **Section 4.3 Regular Meetings.**

Regular Meetings shall be held the third Monday of each month at the principal office. With proper notice, the Chair 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 4.4 Special Meetings.**

Special Meetings can be called by the Chair or by any three (3) Directors of the Board and held at any time.

#### **Section 4.5 Meetings Open to the Public.**

Except as provided herein or pursuant to the Idaho Open Meetings Act, Idaho Code §§ 74-201 through 74-208, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

#### **Section 4.6 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 24 hours. Notice of the adjournment shall be given as specified in these Bylaws.

**Section 4.7 Notices.**

Notices of Board Meetings shall be given as follows:

4.7.1 Notice to Board Members. Notice to Board members will be given as follows:

- Annual Meetings and Regular Meetings may be held without notice as noted in the Bylaws when the Board fixed the time and place of such meetings. Special Meetings may be held with at least a twenty-four (24) hour meeting and agenda notice, unless an emergency exists. Board members will be notified personally or by telephone, facsimile or e-mail.
- Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

4.7.2 Notice to the Public. Notice to the public shall be given as provided in Section 4.9.

**Section 4.8 Waiver of Notice.**

Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**Section 4.9 Meeting Agendas.**

4.9.1 Regular Meetings. 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 by vote of the Board, provided that a good faith effort was made to include in the notice all agenda items known at the time to be discussed.

4.9.2 Special Meetings. A twenty-four (24) hour agenda notice 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, the reason for the emergency must be stated at the outset of the meeting.



**Section 4.10 Meeting Minutes.**

The Directors shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting(s) shall be required. All minutes shall be available to the public within a reasonable time after the meeting. 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 upon written request within a reasonable period of time.

**Section 4.11 Executive Sessions.**

An executive session may be held by the Director of the Corporation for any of the reasons specified in Title 74, Chapter 2, Idaho Code. "Executive session" means any meeting or part of a meeting that is closed to any persons for deliberation on certain matters. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise required by law, no Director may disclose the content of an executive session to outside individuals.

**Section 4.12 Meeting Conduct and Order of Business**

General rules of parliamentary procedure are used for every board meeting. Robert's Rules of Order may be used as a guide at any meeting when appropriate. The order of business shall be reflected in the agenda. Voting shall be by acclamation or show of hands.

**ARTICLE V  
ACTIONS BY THE BOARD**

**Section 5.1 Quorum.**

A quorum shall consist of a majority of the fixed number of voting Directors appointed by the Board or as set forth in the Bylaws.

**Section 5.2 Action by the Board.**

- 5.2.1 Actions Taken at Board Meetings. The actions taken and decisions made by a majority of the voting Directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for the purposes of appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of voting Directors then in office is required by the Chapter 52, Title 33, Idaho Code or as set out in these Bylaws. The Board may continue to transact business at a meeting at which a quorum of voting Directors was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.
- 5.2.2 Board Meeting by Conference Telephone. Directors may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Directors, participating in such meeting can hear one

another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. All board meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Act, Idaho Sections 74-201 through 74-208.

**Section 5.3 Committees.**

5.3.1 Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of at least two Directors, who shall serve at the pleasure of the Board.

5.3.2 Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

1. The filling of vacancies on the Board or any committee which has the authority of the Board.
2. The amendment or repeal of any Board resolution.
3. The amendment or repeal of Bylaws or the adoption of new Bylaws.
4. The appointment of other committees of the Board, or the members of the committees.
5. The expenditure of corporate funds to support a nominee for Director.
6. The approval of any self-dealing transaction, as defined by Chapter 52, Title 33, Idaho Code.

5.3.3 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 in which the proceedings of its committee are conducted, 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.

**Section 5.4 Standard of Care.**

5.4.1 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.



5.4.2 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:

- one or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
- legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
- 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.

5.4.3 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 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.

#### **Section 5.5 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 pursuant Chapter 3, title 9 Idaho Code, on disclosure of public records.

#### **Section 5.6 Participation in Voting.**

A quorum of the board consists of a majority of the voting Directors in office immediately before a meeting begins. The action of the majority of the voting Directors present at a meeting at which a quorum is present shall be the action of the Board. A majority of the committee members fixed and appointed by the Board shall constitute a quorum for the transaction of business at a meeting of such committee. The action of the majority of the committee members present at a meeting at which a quorum is present shall be the action of the committee.

## ARTICLE VI OFFICERS

### **Section 6.1 Officers.**

The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary, and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable.

- 6.1.1 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. The Chair shall be a voting director.
- 6.1.2 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 other such duties as the Board may prescribe. The Vice Chair shall be a voting director.
- 6.1.3 Secretary. The Secretary shall:
- keep or cause to be kept, at the corporation’s principle 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 if special, how authorized), the notice given, the names of those present, and the proceedings;
  - keep or cause to be kept a copy of the corporation’s Articles of Incorporation and Bylaws, with amendments;
  - give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
  - have such other powers and perform such other duties as the Board may prescribe.
- 6.1.4 Treasurer. The Treasurer shall:
- keep or cause to be kept adequate and correct accounts of the corporation’s properties, receipts and disbursements;
  - make the books of account available at all times for inspection by any Director;



- 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;
- disburse or cause to be disbursed the corporation's funds as the Board directs;
- render to the Chair and the Board, as requested but no less frequently than at the beginning of each quarter, an account of the corporation's financial transactions and financial condition;
- prepare annual financial report and budget;
- to cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code. The auditor shall be employed on a written contract. One (1) copy of the audit report shall be filed with the state department of education, after its acceptance by the board of directors, but not later than November 10.
- prepare any reports on financial issues required by an agreement on loans; and
- have such other powers and perform such other duties as the Board may prescribe.

**Section 6.2 Election, Eligibility, and Term of Office.**

- 6.2.1 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.
- 6.2.2 Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- 6.2.3 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.

**Section 6.3 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 specified in the notice.

**Section 6.4 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 VII CORPORATE AGENTS

### **Section 7.1 Indemnification.**

The Corporation may, in accordance with Idaho Code §30-30-6236, indemnify any Director, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

All officers and directors of the Corporation shall comply with the general standards of conduct contained in Idaho Code § 30-30-623.

### **Section 7.2 Insurance.**

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 laws relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of the Idaho Charter Schools Act.

## ARTICLE VIII CONFLICTS OF INTEREST

### **Section 8.1 Self-Dealing Transactions.**

Except as may otherwise be provided by the Act or the Articles, no contract or other transaction between the Corporation and one or more of the Directors or any other corporation, firm, association or entity in which a Director of the Corporation has an interest shall be void of doing business with the corporation subject to the provisions section 33-5204 and 33-507 or other relevant sections of Idaho Code.

### **Section 8.2 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 8.3 Contracts Involving a Person Related to a Director within the Second Degree.**

The Board may accept and award contracts involving the Corporation to businesses in which a Director or a person related to him/her 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 8.4 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 shall not enter into or execute any contract with the spouse of any member of the 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 8.5 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, 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.

**Section 8.6 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 or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist or can be reasonably construed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Each of the Directors and the Board of Director shall at all times comply with the Ethics in Government Act, Idaho Code sections 74-401 *et seq.* and shall comply with the General Standards for Directors, Idaho Code section 30-30-623. 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:

- regular annual statements from Directors, officers, key employees to disclose existing and potential conflict of interest; and
- 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, or a spouse is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.



## ARTICLE IX OTHER PROVISIONS

### **Section 9.1 Fiscal Year.**

The fiscal year of the Corporation begins on July 1<sup>st</sup> of each year and ends on June 30<sup>th</sup> of the following year.

### **Section 9.2 Non-Liability of Directors.**

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

### **Section 9.3 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.

### **Section 9.4 Checks and Notes.**

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or Gem Prep Administrator.

### **Section 9.5 Construction and Definitions.**

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Charter Schools Act and Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for conveniences for reference only and are not intended to limit or define the scope or effect of any provisions.

### **Section 9.6 Interpretation of Charter.**

Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

### **Section 9.7 Public Records.**

Every person has the right to examine or make copies of any charter school records 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 Corporation's principal office.

**ARTICLE X  
DISSOLUTION**

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**Section 10.1 Dissolution.**

Prior to any school closure decision, a closure protocol will be developed to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets, in accordance with Idaho law.

Pursuant to Idaho Code 33-5212, in the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

**ARTICLE XI  
AMENDMENTS**

**Section 11.1 Amendments.**

A majority of voting Directors may adopt, amend, or repeal these Bylaws at any regularly scheduled or special meeting of the Board with appropriate public notice as required herein.

The foregoing Bylaws were adopted by the Board of Directors of Gem Prep: Pocatello, Inc. at the meeting of the Board of Directors held on the 16th day of December, 2015.

  
Chair of the Board      12/16/2015

*CERTIFICATE OF SECRETARY*

The undersigned does hereby certify that the undersigned is the Secretary of Gem Prep: Pocatello, Inc., a nonprofit public benefit 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, whose Directors are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect



12-16-2015

Secretary



## Amendment to Bylaws Section 2.3.1

*This amendment will be presented for review and approval to the Board of Directors at the regularly scheduled July 2016 board meeting. It is anticipated that this amendment will be adopted in July 2016.*

### Proposed Language

- 2.3.1 [Language remains the same]
- 2.3.1.1 At least one (1) board member will be an individual with close association to a current or former student, such as a parent or guardian, sibling, grandparent, or other individual determined to meet this criteria. This individual may be a voting or non-voting member of the Board as deemed appropriate based on the existing needs of the Board of Directors.
- 2.3.1.2 Individuals who will serve the interest of the Corporation faithfully and effectively.
- 2.3.1.3 The Board may appoint non-voting members as deemed appropriate.





**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		Gem Prep: Pocatello				
School District Where New Charter School will be Physically Located		Pocatello School District 25				
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1	John E. Gilpin	<i>[Signature]</i>	R22 N Box 49F	Pocatello	226-4156	11-20-15
2	<del>Travis Anderson</del>	<del><i>[Signature]</i></del>	<del>1341 Jensen</del>	<del>Pocatello</del>	<del>851-7921</del>	<del>11-20-15</del>
3	<del>Angie Venturini</del>	<del><i>[Signature]</i></del>	<del>1341 Jensen</del>	<del>Pocatello</del>	<del>705-2302</del>	<del>11-20-15</del>
4	Jac kie Gilpin	<i>[Signature]</i>	R22 N Box 49F	Pocatello	716-0143	11-20-15
5	Marc T. Johnson	<i>[Signature]</i>	4651 Melanie Circle	Pocatello	238-5981	11-21-15
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**Petition to Establish a New Idaho Public Charter School**

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School District Where New Charter School will be Physically Located		Pocatello School District 25				
Elector's Printed Name		Elector's Signature	Street Address	City	Telephone	Date
1 Shannon Eggleston	<i>[Signature]</i>	510 Fairway Drive	Pocatello	208-852-4137	11-18-15	
2 Kandi Walker	<i>[Signature]</i>	PO Box 4705	Pocatello	208-477-0178	11-18-15	
3 Bethany Roper	<i>[Signature]</i>	1135 Rowland Rd	Pocatello	208-760-0256	11-19-15	
4 Michael Brown	<i>[Signature]</i>	701 Northpark Dr	Pocatello	208-238-7000	11-15-15	
5 Praveen Nay-Johnson	<i>[Signature]</i>	1874 N Cumberland Road	Pocatello	207-431-0085	11-19-15	
6 Michelle Boyer	<i>[Signature]</i>	9593 W Peck Rd	Poc	208-240-8883	11-19-15	
7 Miah Cook	<i>[Signature]</i>	710 Kane Ave	Poc	208-403-4727	11-19-15	
8 Beckey Struckey	<i>[Signature]</i>	939 Park Ln	Pocatello	208-377-6185	11-19-15	
9 Eagle Viramgates	<i>[Signature]</i>	1094 E Cedar St	Pocatello	208-240-4051	11/19/15	
10 Skylee Allen	<i>[Signature]</i>	1279 Wright Ave	Pocatello	208-390-0141	11/19/15	
11 Jessie Arnold	<i>[Signature]</i>	3966 Cobble Ct	Pocatello	208-921-6572	11/19/15	
12 Amanda Moser	<i>[Signature]</i>	1396 Santa Anita Ave.	Pocatello	208-765-8688	11/19/2015	
13 Ashley Ryan Johnson	<i>[Signature]</i>	11074 N CUMBERLAND	POCATELLO	307-020-0896	11/19/2015	
14 JAMIE CERRY	<i>[Signature]</i>	5730 W. William #603	Pocatello	208-651-8718	11/20/2015	
15 Tawana Romkell	<i>[Signature]</i>	1108 Jacob	Poc Chubbuck	208-705-3683	11/20/2015	

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**Petition to Establish a New Idaho Public Charter School**

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Name of Proposed New Charter School		Gem Prep: Pocatello				
School District Where New Charter School will be Physically Located		Pocatello School District 25				
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
1 Rebecca Bransford	<i>[Signature]</i>	1610 Onyx Dr	Pocatello	208-339-3727	11/18/15	
2 Dennis Turner	<i>[Signature]</i>	4040 Amber Ln	Pocatello	208-237-7114	11/18/15	
3 Melissa Turner	<i>[Signature]</i>	4040 Amber Lane	Pocatello	208-237-7114	11/18/15	
4 Heather Turner	<i>[Signature]</i>	5897 Noah	Chubbuck	208-390-0259	11/18/15	
5 Tracey Waters	<i>[Signature]</i>	130 Topanga Dr	Pocatello	208-277-6668	11/18/15	
6 Cynthia Turner	<i>[Signature]</i>	4040 Amber	Pocatello	208-237-7114	11/18/15	
7 Shawn Turner	<i>[Signature]</i>	5897 Noah	Chubbuck	208-205-0689	11/18/15	
8 Tiffany Kearnsky	<i>[Signature]</i>	9933 W. Weyeth	Pocatello	208-285-2571	11/19-15	
9 <del>Christina Adams</del>	<del><i>[Signature]</i></del>	<del>61 W 24th St. Spring</del>	<del>Pocatello</del>	<del>208-204-2016</del>	<del>11-19-15</del>	
10 <del>Amberina Atlas</del>	<del><i>[Signature]</i></del>	<del>1578 AVS court</del>	<del>Pocatello</del>	<del>208-339-8210</del>	<del>11-19-15</del>	
11 <del>Christina Adams</del>	<del><i>[Signature]</i></del>	<del>1535 Jessie Clark</del>	<del>Pocatello</del>	<del>335-7199</del>	<del>11/19/15</del>	
12 Kimberley Moncur	<i>[Signature]</i>	400 Appalosa Ave.	Pocatello	208-221-2228	11/20/15	
13 Amber Call	<i>[Signature]</i>	4213 Sunny Brook Dr	Pocatello	208-589-9051	11/20/15	
14 Tasha Evans	<i>[Signature]</i>	2112 Harman Ave	Pocatello	208-319-4187	11/20/15	
15 Allison Swope	<i>[Signature]</i>	4350 Jordyn st Unit A	Pocatello	204-949-4742	11/20/15	

*[Handwritten notes in red ink: "not very", "not very", "not very", "address" with arrows pointing to specific rows in the table.]*





**Petition to Establish a New Idaho Public Charter School**

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School District Where New Charter School will be Physically Located		Pocatello School District 25				
Elector's Printed Name		Elector's Signature	Street Address	City	Telephone	Date
1	Shay Angelo	<i>Shay Angelo</i>	216 N. 2nd Ave	Pocatello	813.842.4111	11-17-15
2	SUGANA ROBISON	<i>SUGANA ROBISON</i>	623 Double Eagle	Pocatello	208-705-4061	11-17-15
3	Kim Schuder	<i>Kim Schuder</i>	795 Alpine	Chubbuck	208-233-7417	11-17-15
4	Gerard Love	<i>Gerard Love</i>	4543 Independence	Chubbuck	208-289-9178	11-17-2015
5	Jennifer Patmer	<i>Jennifer Patmer</i>	845 Barton #71	Pocatello	208-541-8533	11-18-15
6	Ashley Wynn	<i>Ashley Wynn</i>	524 W. Pine	Pocatello	208-201-0974	11-18-15
7	Jason Brinsford	<i>Jason Brinsford</i>	1610 Onyx Dr.	Pocatello	208-339-3735	11-18-15
8	Asemath Bezzant	<i>Asemath Bezzant</i>	557 N 13th Ave	Pocatello	208-551-7054	11-18-15
9	Andrea Southwick	<i>Andrea Southwick</i>	1513 W. Lacey Rd.	Pocatello	208-237-1895	11-18-15
10	Robert Lee	<i>Robert Lee</i>	4623 Mountain Park Rd.	Chubbuck	208-904-1651	11-18-15
11	Teresa Nichols	<i>Teresa Nichols</i>	3401 Golden Ave.	Pocatello	208-904-0320	11-18-15
12	Amy Richards	<i>Amy Richards</i>	1625 Roy St	Pocatello	208-241-5530	11-18-15
13	Eric Handal	<i>Eric Handal</i>	4250 Jordan St Unit B	Pocatello	989-295-8050	11-18-15
14	Stacy Clayton	<i>Stacy Clayton</i>	1620 Emerald Dr.	Pocatello	208-241-5787	11-18-15
15	Heather Jenkins	<i>Heather Jenkins</i>	908 W. Gate Dr	Pocatello	208-221-9768	11/23/15

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



# Certificate of Attendance

This certificate is awarded to

**Jason Bransford**

**Charter Start! 101 Workshop**

**February 26 & 27, 2015**



*Michelle Clement-Jaycox*

School Choice Coordinator



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



# Certificate of Attendance

This certificate is awarded to

**Barb Femreite**

**Charter Start! 101 Workshop**

**February 26 & 27, 2015**



*Michelle Clement-Jaycox*

School Choice Coordinator



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



# Certificate of Attendance

This certificate is awarded to

**Josh Femreite**

**Charter Start! 101 Workshop**

**February 26 & 27, 2015**



*Michelle Clement-Jaycox*

School Choice Coordinator

**ALLISON AKHNOUKH**  
allison.akhnoukh@gmail.com. (415) 602-8995

**experience**

- 2015 - Present **2REVOLUTIONS, LLC** **BOULDER, CO**  
**Chief of Staff**
- Manage all internal systems to ensure the financial and operational sustainability of the organization. Oversee strategic planning with a focus on performance management.
- 2013 - 2014 **ALLISON AKHNOUKH CONSULTING, INC** **BOULDER, CO**  
**President**
- Provided strategic support to education reform organizations with a particular focus on next generation learning.
- 2012 - 2013 **CALIBER SCHOOLS** **SAN FRANCISCO, CA**  
**Founding CEO**
- Launched a next generation Charter Management Organization (CMO). Secured charter, raised \$1.3M in start up funding and hired founding school leader.
- 2009 - 2012 **KIPP FOUNDATION** **SAN FRANCISCO, CA**  
**Network Growth and Sustainability, Regional Director**
- Supported the growth and sustainability of five KIPP regions (Bay Area: 7 schools, LA: 5 schools growing to 14, Colorado: 2 schools growing to 8, Austin: 4 schools growing to 10, Dallas: 1 school growing to 10).
- 2005 - 2008 **OAKLAND UNIFIED SCHOOL DISTRICT** **OAKLAND, CA**  
**Director of School Portfolio Management, 2007-2008**  
**Broad Resident, 2005-2007**
- Managed all aspects of District leadership's decision making process regarding necessary adjustments within OUSD's portfolio of schools: school closures, new school openings, differentiated support.
- 2001-2003 **EPIPHANY MIDDLE SCHOOL** **BOSTON, MA**  
**Director of Development**
- Managed a \$1.6M Annual Fund and the launch of a \$5.0M Capital Campaign at an independent tuition-free middle school for low-income children.
- 1999-2001 **LEHMAN BROTHERS** **NEW YORK, NY/ MENLO PARK, CA**  
**Financial Analyst, Retail and Consumer Group / Technology Group**
- Winter 1998 **ST. BRENDAN'S SCHOOL** **BANDELIERKOP, SOUTH AFRICA**  
**Teacher**

**education**

- 2003 - 2005 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**  
**Master in Business Administration.**
- 1995 - 1999 **DARTMOUTH COLLEGE** **HANOVER, NH**  
**Bachelor of Arts in Philosophy, cum laude.**

**References**

Todd Kern, Principal/Co-Founder, 2Revolutions, LLC. [tvk@2revolutions.net](mailto:tvk@2revolutions.net). (917) 640-7608  
Jennifer Moses, Co-Founder and COO, Caliber Schools. [Jennifer@caliberschools.org](mailto:Jennifer@caliberschools.org). (510) 685-9886  
Jonathan Klein, Executive Director, GO Public Schools. [jonathan@gopublicschools.org](mailto:jonathan@gopublicschools.org). (510) 868-8800

## **Jill F. Call**

9819 W. Pattie Dr. / Boise, ID 83704 / 208-323-1683 / jillfcall6@gmail.com

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### **EDUCATION**

#### **Master of Arts in Education, Literacy, Boise State University**

Anticipated graduation: August, 2015

#### **Bachelor of Science, Business Management, Brigham Young University, 1982**

### **WORK EXPERIENCE**

#### **Music Teacher**, home studio, 1993 to present.

- Teach individual and group lessons to students ranging in age from 5 years to adult
- Program includes community performances
- Music Festival adjudicator / coordinator 12 years
- Treasure Valley Federated Music Club Board Member, 2013 to present

#### **Office Manager, Call Engineering**, part-time, 1997-2015.

- Responsible for preparing quarterly tax reports, promotional materials and marketing, licensing applications, state and federal payroll taxes, and providing office support

#### **Community Coordinator, Idaho Distance Education Academy (I-DEA)**, part-time, 2008-2012

- Provide ongoing support to parents in program
- Serve as liaison between parents and teachers
- Provide feedback to administrators; assist with marketing and planning
- Host public information sessions
- Planned and taught workshops for parents on strategies for creating effective home learning environments and organization

### **COMMUNITY INVOLVEM ENT**

- Literacy Educator, parent group workshops, 2014-15
- Certified Love and Logic instructor
- Board of Directors, Idaho Distance Education Academy, 2012 to present.
- Volunteer, Idaho Commission for Libraries, 2013-2015
- Treasure Valley Music Club Member, 2005-2013; Board Member 2013-2015
- Active member in church congregation working with youth programs

## References

Dr. Roger Stewart  
Boise State University  
1910 University Drive  
Education Building, Room 505  
Boise, ID 83725

Julie Armstrong  
Idaho Commission for Libraries  
325 W. State Street  
Boise, ID 83702

Cynthia Moseley  
11247 W. Blueberry Court  
Boise, ID 83709

## Shana Codr

1668 Hwy 9, Deary, ID 83823

(208) 596-6905

[scodr@uidaho.edu](mailto:scodr@uidaho.edu)

### Education

#### University of Idaho

Moscow, ID

9/2017 – 5/2010

- B.S. – Family and Consumer Science: Child, Family and Consumer Studies

### Work Experience

#### 4-H Program Specialist

Moscow, ID

10/2014 - Present

- Provide statewide leadership and coordination for 4-H youth development programs and projects furthering department goals involving youth development and developing resources to meet the needs of youth programs throughout the state.
- Responsible for specific youth development program areas which include management and coordination of 4-H state and national events, including, developing, monitoring, and managing the program budgets, contracts and logistics associated with each event.
- Provide support to program areas by collaborating at the state, regional and national levels and provide technical assistance to Extension faculty and staff.

#### 4-H Administrative Coordinator

Moscow, ID

7/2011 – 10/2014

- Work in conjunction with faculty and staff in order to provide high quality programming to youth in Idaho 4-H, including, but not limited to: 4-H Teen Conference, 4-H Robotics, and National 4-H Congress.
- Conduct research, compile data, and prepare papers for consideration and presentation by director, committees and boards of directors.
- Work collaboratively with Educational Communications in compiling, editing and distributing of 4-H marketing publications (4-H Today and 4-H Annual Report).

#### IdahoSTARS Mentor/Assessor

Region 2 (North Idaho)

6/2006 – 8/2011

- Observe, evaluate and create written reports of child care environments based on national child care standards in order to improve the overall quality of child care programs in Idaho.
- Provide training to child care providers on health and safety standards, business practices, learning environments and building partnerships.
- Provide training to other regional assessors on the observation and evaluation assessment tool used for rating child care programs.
- Additional Education: Child Care Health Consultant; Mentors for Early Care and Education; Environment Rating Scale (ITERS, ECERS, FCCERS, SACERS).

#### Owner/Director

Moscow, ID

1/2001 – 1/2006

- Set educational standards and goals, and establish policies, procedures, and programs to carry them out.
- Recruit, hire, train, and evaluate staff, and recommend personnel actions for programs and services.
- Review and interpret government codes, and develop procedures to meet codes and to ensure facility safety, security, and maintenance.
- Review and evaluate new and current programs to determine their efficiency, effectiveness, and compliance with state, local, and federal regulations, and recommend any necessary modifications.
- Supervise, evaluate, and plan assignments for teachers and volunteers.

### Additional Education and Training

Child Development Associates Credential – over 250 hours of Early Childhood

Training in competency standards which included: Observation, Growth and

Development, Health and Safety, Children with Special Needs, Professional Development, Partnering with

Families, Learning Environment, and Program Management. Other course work completed in: Mentors for Early

Care and Education, Child Care Health Consultant, Environment Rating Scale (ECCERS, ITERS, FCCERS and

SACCERS).

## Shana Codr

1668 Hwy 9, Deary, ID 83823

(208) 596-6905

[scodr@uidaho.edu](mailto:scodr@uidaho.edu)

### References

Jim Lindstrom  
4-H State Program Director  
875 Perimeter Dr. MS3015  
Moscow, ID 83844-3015  
(208) 885-7276  
[jlindstrom@uidaho.edu](mailto:jlindstrom@uidaho.edu)

Darla Amundsen  
IdahoSTARS Region 2 Quality Childcare Consultant  
124 New 6<sup>th</sup> St.  
Lewiston, ID 83501  
(208) 746-5456  
[amundson@uidaho.edu](mailto:amundson@uidaho.edu)

Ketha Mead  
Child Development Specialist – Infant/Toddler Program  
1350 Troy Highway  
Moscow, ID 83843  
(208) 883-4529  
[kethamoscow@yahoo.com](mailto:kethamoscow@yahoo.com)



## Bonnie Freytag

208.877.1340  
 freytagbb@hotmail.com

**Deary City Council** / Jan 2014 - Present  
 401 Line Street, Deary, ID 83823, 208.877.1717, www.dearyidaho.com

### Responsibilities

Act in accord with the other council members, performing duties as-a-whole and not individually. As a council, supervise administrative officers, formulate policy and exercise city powers. Devote official time to problems of basic policy and act as a liaison between the city and the general public. Concerned with the conduct of daily affairs and the future development of the city. Actively participate in council meetings.

**Deary Ambulance Team First Responder** / 1987 - Present  
 PO box 304, Deary, ID 83823-0304, 208.877.1515, dearyfire@turbonet.com

### Responsibilities

Arrive in the earliest stages of an incident. Responsible for protection, preservation of life, property, evidence and environment. Provide immediate support services during prevention, response, and recovery operations. Trained to handle a wide array of potential medical emergencies. Able to manage a high level of stress and uncertainty associated with this position.

### School Board Member

Member: 2010 – Present  
 Idaho Distance Education Academy  
 606 S Avenue, Deary, ID 83823  
 208.877.1513, www.idahoidea.org

Member: 2014 - Present  
 Gem Prep: Meridian  
 8620 Emerald, Suite 170, Boise, ID 83704  
 208.672.1155, www.idahoidea.org

### Responsibilities

Work collaboratively with other board members, setting vision and goals for the schools. Adopt policies that give direction, in order to set priorities and achieve educational goals. Hire and evaluate superintendent. Adopt and oversee annual budget. Manage the collective bargaining process for employees of the schools.

**Surgical Assistant** / 1991 - Present  
 Southern California Society of Oral & Maxillofacial Surgeons

**Idaho Emergency Services** / 1987 - Present  
 State of Idaho, with recertification every three years

### Diana Henderson, President

Deary Ambulance  
 PO Box 63  
 Deary, ID 83823  
 208.877.1239

### Cheri Hatley

University of Idaho  
 PO Box 209  
 Deary, ID 83823  
 208.885.6111

### Sherdon Cordova, PhD

Physician  
 1256 Bishop Boulevard, Suite I  
 Pullman, WA 99163  
 509.330.5020

Community Involvement & Volunteer Activities

Work Experience

References

Murray Oris Stanton  
1371 Mica Mt. Rd.  
Deary, ID 83823  
(208) 877-1248  
stantonfarmdeary@gmail.com

Current Board Chairperson, Idaho Distance Education Academy (I-DEA).

Education: A.A., Simon's Rock of Bard College (Great Barrington, Massachusetts)  
A. B. Duke University (magna cum laude) (Durham, North Carolina)  
J. D. Washington and Lee University School of Law (Lexington, Virginia)  
M. A. (English Literature) University of North Carolina, Chapel Hill  
(Chapel Hill, NC)  
Certificate in Lay Pastoral Ministry, Weyerhauser Center, Whitworth  
University (Spokane, WA)

Resident in Idaho since 1992, I am married (my spouse, Sarah, is a piano teacher and horseback riding instructor) with three school-aged children. Our children attend or have attended both parochial school (St. Mary's, Moscow, ID), and public school (both conventional (Deary, HS) and charter/alternative (I-DEA, which my oldest son attended grades 7-9)).

Previously admitted to the State Bar in North Carolina, Washington, and Idaho (now inactive or resigned in all three states), I practiced law (as a general sole practitioner with a concentration on civil matters) in Deary, Idaho from 1995 until 2007, when I retired from law practice to farm and pursue the ministry. Since 2010, I have served as Pastor of Zion Lutheran Church of Deary (LCMC). I have served on the Board of Trustees for I-DEA since May, 2009.

Current civic/community activities:

Member, Whitepine Lions Club (Deary, ID)  
Member, A.F.& A. M. of Idaho, Current Master of Unity Lodge #32, Genesee, ID.  
Member, Latah County Historic Preservation Commission  
Member and current President of Latah County Rural Alliance (and advocacy group for rural Latah County Residents)  
Member and current Vice-chairperson of the Organizational Council, Northwest District, LCMC (Lutheran Congregations in Mission for Christ).  
Member and Chairperson, I-DEA.

Character References:

Dale Howe (Troy ID), Telephone: (208) 669-2214, e-mail ddhowe89@gmail.com  
Byron Cannon (Deary, ID), Telephone: H (208) 877-1494, W (208) 835-2161, e-mail: byshell@moscow.com  
Russ Graves (Moscow, ID), Telephone: H (208) 882-7464, e-mail: russ@decagon.com

**Vita**  
**Roger A. Stewart**

**A. GENERAL INFORMATION****Personal Data**

Address:

Home: 4701 N. Jullion Way  
Boise, Idaho 83704

Phone: 208-323-4977

Office: Boise State University

Literacy Department

1910 University Drive

Boise, Idaho 83725

Phone: 208-426-4437

Email: rstewar@boisestate.edu

**Academic Record**

<u>Institution</u>	<u>Degree and Major</u>	<u>Date</u>
Purdue University	Ph.D.--Curriculum and Instruction	1989
Purdue University	M.S. Ed.--Sec. Ed.	1987
Indiana University	B.A.--English	1978

**Professional Experiences**

<u>Position</u>	<u>Location</u>	<u>Date</u>
Professor	Boise State University	1995-present
Assistant/Associate Professor	University of Wyoming	1989-1995
Instructor	Purdue University	1987-1989
Teacher	LaPorte, IN	1979-1985

**Licenses, Registrations and Certifications**

State of Indiana Secondary Professional Teacher's License (Life License #436475) Subject Areas: English and General Science Grades 7-12	1987
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### **Awards and Honors**

Research Associate, Boise State University, Spring, 2002.

Outstanding Faculty Recognition Award from the Associated Students of Boise State University, 1999.

Outstanding Faculty Award, The Associated Students of Boise State University, 1996-1997

Research Associate, Boise State University, Spring, 1997.

U.S. West/University of Wyoming Center for Teaching Excellence University Studies Freshman Program Course Teaching Award, 1992-1993.

David Ross Fellowship recipient, Purdue University, Summer, 1989.

Member, Phi Delta Kappa Education Honorary

Bachelor of Arts Degree awarded with High Distinction by Indiana University.

### **Membership in Professional and Scholarly Societies**

International Reading Association

National Reading Conference

College Reading Association

Phi Delta Kappa

## **B. TEACHING EXPERIENCE**

### **University Courses**

#### a. Literacy Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Large Scale Literacy Assessment—Graduate course exploring large scale literacy assessment at state, national, and international levels.	Boise State 2004-2008

Content Area Literacy K-8—undergraduate course focused on methods to teach reading comprehension at K-8 grade levels.	Boise State 2004-2005
Comprehensive Literacy—Graduate course in basic reading State processes including language structure, comprehension, and assessment. Course was taught via compressed video technology in addition to on-campus delivery. Course is required for continuing Idaho State Department of Education certification.	Boise 1999-2004
Foundations of Reading--Graduate course in foundations of reading including models of reading processes, historical perspectives of reading instruction and research, and literacy pedagogy.	Boise State 1997-2008
Seminar in Reading--Graduate course in professional development opportunities and current issues in literacy education.	Boise State 1996-2008
Psycholinguistics and Reading--Graduate course in theoretical models and processes of reading.	Boise State 1995-2000
Reading in the Content Areas--Content reading methodologies for undergraduate and graduate level students.	Boise State 1995-2008 U. of Wyo. 1989-1995 Purdue Univ. 1987-1989
Reading in the Middle School--Content area reading methodologies for undergraduate middle grade teachers.	U. of Wyo. 1992
Reading Comprehension--Graduate course in theories and strategies of comprehension.	U. of Wyo. 1990-1993
Seminar in Literacy Assessment--Graduate course/staff development in literacy assessment delivered off-campus at Linford Elementary School, Laramie, Wyoming.	U. of Wyo. 1991-1995
Reading, Writing, and Research--Graduate course in applying the research process in K-8 classrooms. The course was delivered via compressed video within the State of Wyoming.	U. of Wyo. 1993-1994



Methods of Teaching Reading in the Elementary School-- Undergraduate methods in the teaching of reading methods in the teaching of reading.	U. of Wyo. 1989 Purdue Univ. 1988
Computer Applications in Reading--Graduate course in in integrating computers into language arts instruction.	Purdue Univ. 1988-1989
Reading Comprehension in the Content Areas--Content reading methodologies for undergraduate elementary education students.	Purdue Univ. 1988
Corrective Reading for the Classroom Teacher--Clinical reading course for undergraduate elementary education students.	Purdue Univ. 1987

b. Research Design and Statistics Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Intermediate Statistics--Graduate level course in intermediate and computer-based statistics.	Boise State 1996-2005
Introduction to Educational Research--Graduate course in basic research design.	Boise State 2003-2008 U. of Wyo. 1993-1995 Purdue Univ. 1989
Qualitative Research Design—Graduate course in qualitative research design and techniques.	Boise State 1999-2003
Quantitative Research--Graduate course in quantitative research design and statistical analysis.	Boise State 1996-1999
Statistical Analysis for Research Workers--Graduate course in statistics.	U. of Wyo. 1994-1995
SPSS PC+ Seminar--Graduate seminar in using the SPSS PC+ statistical package.	U. of Wyo. 1994-1995
Measurement and Evaluation--Graduate course exploring measurement and evaluation	U. of Wyo. 1995



Research Colloquium--Graduate seminar exploring a variety of issues in educational research design, implementation, and dissemination.	U. of Wyo. 1992-1994
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c. Other Methods Courses & General Teacher Training Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Graduate Core—Graduate course that explores foundations of education and current issues in education.	Boise State 2002-2006
Learning and Instruction—Graduate course for students certifying to be secondary teachers. Course explores psychological foundations of teaching along with teaching methods and assessment.	Boise State 2001-2003
Seminar in Curriculum, Instruction, and Assessment—Graduate course taught to a cohort of middle and high school economics educators pursuing an interdisciplinary masters degree. Course spanned three summers and covered curriculum, instructional strategies, and assessment literacy.	Boise State 1999-2001
Philosophy of Education—Graduate course in philosophical foundations of education and their application to contemporary educational contexts.	Boise State 1999
Instructional Theory--Graduate course in theoretical models of instruction and learning.	Boise State 1997
Senior Practicum--Undergraduate course that integrates a field experience with the methods block.	Boise State 1996-1997
Teaching--Graduate course in models and theories of teaching, roles of teachers, and teacher change.	Boise State 1995-1997
Curriculum Development--Graduate course in curriculum development theory and processes.	U. of Wyo. 1994-1995
The Middle School--General curriculum and methods course for elementary and secondary teachers seeking middle school endorsements.	U. of Wyo. 1994-1995
Peer Assistants Program--A campus-wide program in which students assisted faculty members in teaching a required course acclimating all entering freshmen to the University of Wyoming--	U. of Wyo. 1994-1995

Director/Coordinator.

Phase I: Becoming a Teacher--A seven semester hour block that constitutes the first phase of preservice teacher training. Involves class work and field experiences--Instructor and field experience supervisor	U. of Wyo. 1993
Phase II: Teacher as Decision Maker--An eight semester hour block that constitutes the second phase of preservice teacher training. Involves class work and extensive field experiences--Instructor and field experience supervisor	U. of Wyo. 1994
Introduction to Education and University Life-- A course reserved for entering freshmen who express an interest in education as a career. The course blends an introduction to the field of education with help in making the transition from high school to college. I developed and taught the course for the University of Wyoming College of Education.	U. of Wyo. 1991-1993
Field Experiences for Prospective Elementary and Secondary Teachers--Initial field-based practicum for entering students--Coordinator and Instructor	U. of Wyo. 1989-1992
Educative Processes--Practicum experience for 3 <sup>rd</sup> and 4 <sup>th</sup> year education students--Coordinator and Instructor	U. of Wyo. 1990
Methods of Teaching Science in the Elementary School--Undergraduate methods in the teaching of science.	U. of Wyo. 1989 Purdue Univ. 1988-1989
Teaching Science in the Elementary School--Graduate course in science teaching methodologies.	Purdue Univ. 1987

### **Public School Teaching Experience**

<u>Location</u>	<u>Assignment</u>	<u>Dates</u>
LaPorte, IN	LaPorte High School Grades 9-12 English and Science	1980-1985
LaPorte, IN	LaPorte High School Adult Evening School GED Preparation	1983-1985
LaPorte, IN	Kessling Junior High School	1979-1980

# Dr. Roger Stewart

## Professional References

### **Dr. Kenneth Coll**

Dean, Professor of Counseling  
College of Education  
University of Nevada, Reno  
1664 North Virginia Street  
Reno, Nevada 89557  
[775-784-4345](tel:775-784-4345)  
[kcoll@unr.edu](mailto:kcoll@unr.edu)

### **Dr. Brenda Freeman**

Professor of Counseling  
College of Education  
University of Nevada, Reno  
1664 North Virginia Street  
Reno, Nevada 89557  
[775-682-9353](tel:775-682-9353)  
[brendafreeman@unr.edu](mailto:brendafreeman@unr.edu)

### **Dr. David G. O'Brien**

Professor of Literacy Education  
University of Minnesota  
Department of Curriculum and Instruction  
125 Peik Hall  
159 Pillsbury Drive SE  
Minneapolis, MN 55455  
[612-625-5337](tel:612-625-5337)  
[dobrien@umn.edu](mailto:dobrien@umn.edu)

**Dennis Turner**  
deturner849@gmail.com  
208-237-7114

### COMMUNITY INVOLVEMENT / VOLUNTEER ACTIVITIES

<b>Idaho Distance Education Academy School Board Member</b> 606 S Avenue Deary, ID 83823 (208)877-1513 www.idahoidea.org	2014 to Present
<b>Gem Prep: Meridian School Board Member</b> 8620 Emerald, Suite 170 Boise, ID 83704 (208)672-1155	2014 - Present
<b>Congressional Delegate for Idaho &amp; Utah</b> Educating congress about drinking water	2006

### EXPERIENCE

<b>City of Pocatello</b> Water Department 911 N 7trh Avenue Pocatello, ID 83201 (208)234-6174	1980 - 2015
<b>Southeast Idaho Subsection / American Water Works Association (AWWA) Intermountain</b> Subsection President (2 years) <a href="http://www.ims-awwa.org/">http://www.ims-awwa.org/</a>	1986-2007

### EDUCATION

Michigan State University Idaho State University College of Western Idaho	1984
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### PROFESSIONAL CERTIFICATES / LICENSES / AWARDS

Class IV Water Distribution License  
Class I Water Treatment Certificate  
Boy Scouts of America Bridge Builders' Award

### PROFESSIONAL REFERENCES

Fred Ostler 3208 Dewar Dr#203, Rock Springs, Wy. 82901(208) 866-1430  
Gregg Evans 3959 Aaron Pocatello Idaho 83202 (208) 237-1489  
Morris Bunce 3782 Hawthorne Rd Pocatello Idaho 83201 (208)237-0772

APPENDIX D-2 Petitioning Group List

Petition Group List and Qualifications

Name	Currently Active	Current Role	Future Active	Future Role
Jason Brandsford	Yes	I-DEA Director	Y	Gem Schools CEO
Barb Femreite	Yes	I-DEA Business Manager	Y	Gem Schools CFO
Laurie Wolfe	Yes	I-DEA Director of Curriculum & Assessment	Y	Gem Schools Chief Academic Officer
Josh Femreite	Yes	I-DEA Technology Director	Y	Gem Schools Chief Operations Officer
Murray Stanton	Yes	Board Chair	Y	Board Chair
Shana Codr	Yes	Board	Y	Board
Jill Call	Yes	Board Vice Chair	Y	Board Vice Chair
Dennis Turner	Yes	Board	Y	Board
Bonnie Freytag	Yes	Board	Y	Board
Allison Akhnoukh	Yes	Board	Y	Board
Roger Stewart	Yes	Board	Y	Board
Gerald Love	Yes	Gem Prep: Pocatello Principal	Y	Gem Prep: Pocatello Principal
JA & Kathryn Albertsons Foundation	Yes	Donor	N	
Cade Konen	Yes	Independent Auditor	Y	Independent Auditor
Marc Carignan	Yes	Finance	N	
Sovern	Yes	Marketing	Y	Marketing
Andrew Bray	Yes	Instructional Design	N	

## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep: Pocatello;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

### ***Financial Responsibility & Oversight Expectations***

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

### ***Policy Development***

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

### ***Conduct, Meetings & Development***

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature



Date 8.20.15



## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

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2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

### ***Financial Responsibility & Oversight Expectations***

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;


### ***Policy Development***

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
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11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

### ***Conduct, Meetings & Development***

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature

  
\_\_\_\_\_

Date

8/22/15  
\_\_\_\_\_

## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep: Pocatello;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

### ***Financial Responsibility & Oversight Expectations***

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

### ***Policy Development***

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
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### ***Conduct, Meetings & Development***

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature 

Date 8/27/15

## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep: Pocatello;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

### ***Financial Responsibility & Oversight Expectations***

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

### ***Policy Development***

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

### ***Conduct, Meetings & Development***

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Bonnie Freytag

Aug. 22, 2015

## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep: Pocatello;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

### ***Financial Responsibility & Oversight Expectations***

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

### ***Policy Development***

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

### ***Conduct, Meetings & Development***

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature



Date

8/29/15

## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep: Pocatello;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

### ***Financial Responsibility & Oversight Expectations***

5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

### ***Policy Development***

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
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\_\_\_\_\_  
Signature

2/16/16  
\_\_\_\_\_  
Date

## Board of Trustees Code of Ethics

The Gem Prep: Pocatello Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

### ***Commitments & Appropriate Governance Practices***

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2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
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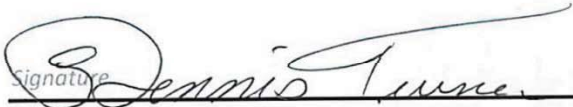
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15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature 

Date 8-20-2015



## Jason Bransford

1610 Onyx Dr.  
Pocatello, ID 83202  
208.339-3735

[jasonbransford@idahoidea.org](mailto:jasonbransford@idahoidea.org)

### Education

#### **Idaho State University**

Education Specialist: Educational Administration, 2010

#### **University of Houston**

Masters of Science: Educational Management, 2006

#### **Brigham Young University- Idaho**

Bachelor of Science: Social Studies Education, 2003

### Related Qualifications

- Idaho Charter School Network Board Member- Vice President (July 2011-July 2014).
- Idaho Education Network Strategic Planning Legislative Subcommittee Member (December 2011-March 2012)
- Recipient of the "IEN Innovator of the Year Award" (2013)
- Idaho State Legislative subcommittee team member- advising in excellence and accountability measures (Sept 2012-Present)
- Led the development and implementation of online high school courses and curriculum at I-DEA.
- Implemented a variety of technology initiatives within I-DEA to provide greater access to technology and academic resources to students.

### Professional Experience

#### **Gem Innovation Schools**

- Chief Executive Officer 2015- Present

#### **Idaho Distance Education Academy, Statewide, Idaho**

- Director 2009-Present
- Regional Administrator 2008-2009
- Social Studies Teacher 2007-2008

#### **Dickinson School District; Dickinson, Texas**

- District Assessment Committee Chair 2006-2007
- Mentor Teacher 2006-2007
- Teacher 2005-2007

#### **Galveston School District; Galveston, Texas**

- Teacher 2004-2005

## Professional References

**Bob Sommers**

CEO of Carpe Diem Learning Systems

[robert.sommers@carepediemls.com](mailto:robert.sommers@carepediemls.com)

513-217-3404

**Andrew Bray**

CEO of Tessellated Ventures

[andrewhbray@gmail.com](mailto:andrewhbray@gmail.com)

917-685-2388

**Deb Pence**

Director of Student Pathways at Idaho PTECH

[debpence@idahoptech.org](mailto:debpence@idahoptech.org)

208.771.3380

## BARBARA A. FEMREITE

### QUALIFICATIONS & ACCOMPLISHMENTS

**Governmental Fund Accounting** - 23 years' experience

**Idaho School Finance** - 11 years' experience

**Proven successful financial management** - successfully managed Idaho Distance Education Academy's finances through the economic downturn without reducing the fund balance or impacting student achievement.

#### **Efficient Business Operations Management**

- Initiated the consolidation of the Business Department and Central Services Department saving over \$50,000/yr
- Developed and implemented transition plan from a paper student and financial records system to an electronic system
- Developed an online interface system for student registration and reimbursement
- Initiated and developed a statewide school electronic inventory system

**Grant administration** – Administered multiple grants totaling over six million dollars.

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### PROFESSIONAL EXPERIENCE

#### **Gem Innovation Schools**

- Chief Finance Officer 2015-Present

#### **Idaho Distance Education Academy, Statewide, Idaho**

- Business Manager 2008-Present
- Finance Specialist 2004-2008

#### **City of Deary, Idaho**

- City Clerk/Treasurer 1994-2004

#### **University of Idaho, Moscow, Idaho**

- Department of Finance 1992-1994

#### **Key Bank of Idaho, Troy and Moscow, Idaho 1983-1992**

- Financial Services
- Investments

PROFESSIONAL  
AFFILIATIONS

**Governor’s Task Force Funding Formula Subcommittee**  
**Idaho Association of School Business Officials Member**  
**Charter School Programmatic Audit Team**

REFERENCES

**Julie Oberle**

Public School Finance, Idaho State Department of Education

208-332-6840

[jaoberle@sde.idaho.gov](mailto:jaoberle@sde.idaho.gov)

**Cade Konen, CPA/PFS, CGMA**

Principal, Hayden Ross, PLLC

208-882-5547

[ckonen@haydenross.com](mailto:ckonen@haydenross.com)

**B.J. Swanson**

Gritman Medical Center Chair of the Board

208-301-1221

[bjswanson@gritman.org](mailto:bjswanson@gritman.org)

# Josh Femreite

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691 W Cagney Dr. Meridian, ID 83646 | 208.301.3134 | jfemreite@idahoidea.org

## Education

### **BACHELOR OF SCIENCE | 2003 | UNIVERSITY OF IDAHO**

- Major: Business
- Emphasis: Information Systems

## Qualifications

### **LEADERSHIP**

- Fostered the growth of the technology department which moved I-DEA away from relying on outside vendors for network management.
- Created a work environment that has led to a zero turnover rate in the technology department since becoming the director.

### **PROJECT MANAGEMENT**

- Managed the development of a custom student information system.
- Implemented a school wide web video conferencing system leading to greater communication between teachers and students.
- Led project to implement a learning management system and bring I-DEA courses online.
- Developed an iPad program at I-DEA which placed 300 iPads in student homes across the state of Idaho.

### **AWARDS**

- Recipient of the Idaho Technology Pilot grant in 2013 to implement an online digital library and develop in house digital textbooks.

## Experience

### **CHIEF OPERATING OFFICER | GEM INNOVATION SCHOOLS | 2015-PRESENT**

- Project manager for new facility acquisition and expansion. Oversee facility operations.

### **DIRECTOR OF TECHNOLOGY | IDAHO DISTANCE EDUCATION ACADEMY | 2007-PRESENT**

- Oversee the management, implementation, and purchase of all technology

### **SYSTEMS ENGINEER | IDAHO DISTANCE EDUCATION ACADEMY | 2006-2007**

- Managed and planned school wide network and systems

### **SUPPORT TECHNICIAN | IDAHO DISTANCE EDUCATION ACADEMY | 2004-2006**

- Provide support and training to teachers, students, and parents.

## References

### **BRETT LEE**

- Idaho Director, Building Hope
- [blee@bhope.org](mailto:blee@bhope.org)
- 208-941-3610

### **SCOTT DALTON**

- Owner, Odyssey Software Solutions
- [scott@odysseysoftwaresolutions.com](mailto:scott@odysseysoftwaresolutions.com)
- 909.931.3195

### **JULIE BEST**

- Project Manager, Idaho Digital Learning Academy
- [julie.best@idla.k12.id.us](mailto:julie.best@idla.k12.id.us)
- 208.342.0207



Professional Vita

**Gerald Love**

**Education/Certification**

BA-Spanish and, Brigham Young University-Idaho, Rexburg, ID, 2006.  
Teaching certificate-7-12 Spanish: Idaho and Texas 2006.  
Minor-Health Education-7-12: Idaho 2006.  
M.Ed. –Education Administration, Lamar University, Beaumont, TX, 2014.

**Administrative/leadership Experience**

- ❖ New Teacher Mentor-2009-present, North Shore Senior High.
- ❖ Intern administrator-2012-2015, North Shore Senior High.
- ❖ Instructional Leadership Development training certificate-2014.
- ❖ Serve as a bishop of a church-2010-present.
- ❖ Teacher of the Year-2013-2014, North Shore Senior High.
- ❖ Site-base committee member-2011-present, North Shore Senior High.
- ❖ PTA participant-2012-13.
- ❖ Conducted teaching methods to fellow peers in district staff development meetings.
- ❖ Member of the Emergency Operations Program-2012-present, North Shore Senior High.
- ❖ Foreign Language Dept. Chair- 2012-present, North Shore Senior High.
- ❖ Organize campus and district Spanish spelling bee competition-2012-2014, North Shore Senior.
- ❖ Selection committee for district teacher/rookie of the year-2014, GPISD.
- ❖ Provide translating services for administration-2012-present.
- ❖ Serve as district AP vertical alignment committee (LOTE)-2010-2013.

**Teaching Experience**

High School Spanish Teacher-North Shore Senior High School, Houston, TX, 2007-present.

- ❖ Incorporated numerous teaching techniques and academic tactics to motivate students of different grade levels.
- ❖ Created healthy, long lasting relationships with students and parents, while holding students to high expectations that resulted in great, quality work.
- ❖ Received Teacher of the Six Weeks Award, 2011.
- ❖ Acknowledged as Teacher of the month of January, 2013.
- ❖ Recognized as campus Teacher of the Year award, 2013-2014.

**Coaching Experience**

Head Basketball Coach, Rigby High School, Rigby, ID, 2006

- ❖ Led a group of young individuals to a great season that was highlighted by a drastic increase in the number of games won, compared to the previous year.

Head Boys Basketball Coach, Brigham Young University-Idaho, Rexburg, ID 2006

- ❖ Led fellow peers of the Competitive League to winning the Championship Title that year. The best part of the experience was developing and building strong, positive relationships that will be remembered for a long time.

**Civic/Community Service**

Ecclesiastical Administrator (Bishop)-Church of Jesus Christ of Latter-day Saints, 2010-present

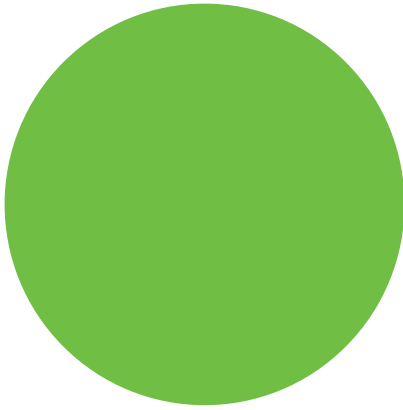
- ❖ Held responsible for handling multiple duties from finances, disciplinary actions, to organizing different kinds of service opportunities for individual members and families of a large congregation and geographical area.

Full-Time Missionary Service-Church of Jesus Christ of Latter-day Saints, Honduras, 2000-2002

- ❖ Shared religious beliefs with citizens of different cities in Honduras.
- ❖ Taught English classes as a second language.
- ❖ Performed multiple acts of service.

References

- ❖ References will be available upon requested.



## Profile – Laurie Wolfe

Experienced educator with a proven track record of raising student academic achievement. I enjoy creating opportunities for high quality, personalized, learning experiences for students and teachers. I love a challenge!

1400 South Shoshone Street  
Boise, ID 83705  
Cell | 208-841-9349  
[lauriewolfe@idahoidea.org](mailto:lauriewolfe@idahoidea.org)

## Education

Boise State University  
Ed. D. Curriculum and Instruction  
12/2005

Boise State University  
MA Literacy 5/1992

Boise State University  
BA Elementary Ed 5/1998

## Certificates and Endorsements

Administrator K-12  
Gifted and Talented K-12  
Literacy K-12  
Standard Elementary K-8

## References

Dr. Roger Stewart  
Doctoral Program Advisor  
(208) 323-4977

Mrs. Deborah Pence  
Past Colleague  
(208) 771-3380

Mrs. Debbie Toy  
Past Principal  
(208) 345-6082

## Experience

Idaho Distance Education Academy 7/2006 - present  
*Director of Curriculum and Assessment, Regional Principal, Reading Specialist, Gifted and Talented Specialist, and English Language Learner Program Manager.*

Hired to turn around test scores. Led the initiative to improve student academic achievement. Moved state testing scores from the bottom quartile to the top quartile. Implemented standards based curriculum, student led portfolio conferences, K-8 learning management system, and professional development focused on improving student academic achievement.

Boise School District 8/1990 – 6/2006

*Trail Wind Elementary- Reading Specialist, and Gifted and Talented Specialist*

A founding teacher at Trail Wind Elementary. Developed and implemented a pilot program called the Accelerated Learning. The purpose of the program was to provide services (special education, reading specialist, and gifted and talented) to help all students accelerate their learning without the stigma usually associated with special services.

*Les Bois Junior High School – 7<sup>th</sup> and 8<sup>th</sup> grade Reading Teacher*

A founding teacher at Les Bois Junior High. Worked with colleagues and administrators to establish school culture and norms.

*Hawthorne Elementary – 3<sup>rd</sup> and 6<sup>th</sup> grade classroom teacher*

Low income elementary school. Implemented Saturday School for students who were not successfully completing school work and homework. Parents were required to attend and they were taught strategies for working with their children. .

Long Beach Unified School District 9/1988 – 5/1990

*Garfield Elementary – 1<sup>st</sup> and 2<sup>nd</sup> grade classroom teacher*

Diverse inner city school with high percentage of English Language Learners. Designed and implemented a successful home writing program with 1<sup>st</sup> and 2<sup>nd</sup> grade students and their parents.

1451 JESSIE CLARK LN  
POCATELLO, ID 83202



FAX : 208.238.1390  
OFFICE : 208.238.1388  
GEMPREP.ORG/POCATELLO

## Trustees' Guidance & Participation in Charter Petition

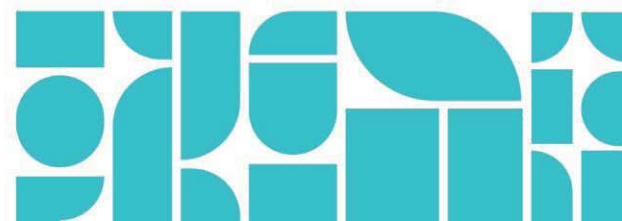
Gem Prep: Pocatello  
Board of Directors

The Gem Prep: Pocatello Board of Directors has historically been, and continues to be, integral in the design, guidance, shaping, and progress of the Gem Prep: Pocatello program through Idaho Distance Education Academy.

The Board of Directors also continues to be integral in the process of moving forward Gem Prep: Pocatello's submittal of the charter petition to the State of Idaho Commission. Some examples of areas in which specific board members shared their expertise with the administrative team are: Chairman Murray Stanton has reviewed and advised on multiple documents and contracts; Allison Akhnoukh assisted with writing the charter petition and provided contacts and guidance with philanthropic plans; Dennis Turner provided input and guidance on facilities and operations, facilitates tours on Gem Prep: Pocatello campus, attended School District 25 hearing on the petition, attended blended learning consortium at Boise State University, and attends on-campus school functions to meet with constituents and parents; Vice-Chair Jill Call and Roger Stewart attended a charter school boot camp.

The board and administrators have had discussion at every board meeting since February 2014 about the Gem Prep: Pocatello model and no less than 17 meetings had specific discussion about Gem Prep: Pocatello including the development and approval of the Gem Prep: Pocatello petition.

This list is not exhaustive, but a description of the types of involvement the Board of Directors continues to have over their school, Gem Prep: Pocatello and the petitioning process.





**FACILITY USE AGREEMENT BETWEEN  
IDAHO CONFERENCE OF SEVENTH-DAY ADVENTISTS, INC.  
doing business as  
POCATELLO SEVENTH-DAY ADVENTIST (SDA) CHURCH**

**AND**

**IDAHO DISTANCE EDUCATION ACADEMY (IDEA)**

THIS USE AGREEMENT, made and entered into as of this 1st day of June, 2014, by and between, **IDAHO DISTANCE EDUCATION ACADEMY** hereinafter referred to as "User", and the **IDAHO CONFERENCE OF SEVENTH-DAY ADVENTISTS, INC.**, an Idaho nonprofit corporation, doing business as the Pocatello Seventh-day Adventist Church, hereinafter referred to as the "Owner."

WHEREAS, the User desires to use the Jessie Clark Christian School, hereinafter referred to as "JCCS", for the purpose of Child Care, Preschool, Elementary and Secondary Education programs. The Premises may be used for any other purpose only with the prior written consent of Owner.

WHEREAS, the real property involved in this Use Agreement shall be operated on the property of the Seventh-day Adventist Church located at 1451 Jessie Clark Lane, Pocatello, Idaho (the "Premises").

WHEREAS, Owner is willing to allow User to use premises for the purpose of Child Care, Preschool, Elementary and Secondary Education programs being reimbursed its estimated costs of use for such space.

NOW THEREFORE, the parties hereto covenant and agree as follows:

- 1. PREMISES.** The Owner grants the User the right to use a 5,012 square foot building located at 1451 Jessie Clark Lane, Pocatello, Idaho 83202 and its associated developed parking and playground areas. Use Agreement does not include the garage close to the driveway on same property, but does include two small sheds in fenced area to the south of the main building. Initially, the undeveloped land to the east of the building is not included. Upon approval of the plans for the undeveloped land by Owner, then said property will be included.
- 2. TERM.** This Use Agreement shall be in effect from June 1, 2014 until June 30, 2019. At which time User and Owner will meet to reevaluate terms and fee agreements.
- 3. POSSESSION.** User shall be entitled to possession on the first day of the term of this Use Agreement, and shall yield possession to Owner on the last day of the term of this Use Agreement, unless otherwise agreed by both parties in writing. At the expiration of the term, User shall remove its goods and effects and peaceably yield up the Premises to Owner in as good a condition as when delivered to User, ordinary wear and tear excepted.
- 4. USER TERMINATION OF AGREEMENT.** If for whatever reason the User needs to terminate this Use Agreement prior to the end of the term, one hundred eighty (180) days' notice must be given in writing, plus, an exit fee of \$10,000.



**5. USE PAYMENT.** The User shall pay to the Owner \$3,500 per month which amount will be used by Owner to cover ownership expenses related to use of the Premises, due on the 5th of each month. Prior to 1 Sep 2014, use payment is \$2,500 per month. Upon beginning of construction on undeveloped property to the East of the building, use payments will be raised to \$4,000 per month.

If User takes occupancy of building after June 1, 2014 but before June 8, 2014, full discounted rate of \$2,500 will be charged. Should User take occupancy after June 8, 2014 but before June 30, 2014, the discounted rate of \$2,500 will be pro-rated. If Owner is unable to timely provide the premises, User shall make no claims against the Owner for any such delays. Use Agreement may be extended, subsequent to the initial term, on an annual basis (July 1 to June 30) with mutual written agreement of both parties.

All payments shall be made to Owner, unless changed in writing by Owner, at the following address:

Pocatello SDA Church  
c/o Christina Martinez  
229 N. Hayes Ave. #1  
Pocatello, Idaho 83204

**6. TAX EXEMPTION STATUS.** Real Estate tax payments are made in arrears. Thus, since tax exemption status is undetermined yearly, upon assessment of tax payment, a potential credit of \$500 per month will be granted for months paid at the \$3,500 rate or above provided tax exempt status is maintained.

**7. LIABILITY.** The User shall be responsible for any and all injuries, to any person or persons, occurring on the Premises which injury or injuries occur as a result of the User's use of the Premises, except that the User will not be responsible for injuries or damages occurring as a direct result of the Owner's negligent, reckless or intentional conduct or acts.

The User agrees to indemnify and hold the Owner harmless from and against any and all loss, damages, claims, liability, or expense (including, without limitation, attorney's fees and court costs) which the Owner may suffer or incur as a result of the use of the Premises by the User, its employees, agents, guests and invitees.

Notwithstanding any provision in this Use Agreement to the contrary, the Owner shall not be liable for any damage to or loss, by theft or otherwise, of property of the User or of others located on the Premises. The Owner shall not be liable for injuries or damage to property resulting from including but not limited to fire, explosion, sprinklers, falling plaster, steam, gas, electricity, water, rain, snow or leaks from the pipes, appliances, plumbing, street or subsurface, or from any other place or from dampness. The User assumes the risk of all property kept or stored on the Premises and shall hold the Owner harmless from any claims arising out of damage to the same. The User shall give immediate notice to the Owner in case of fire or accidents on or in the Premises or the Building.

**8. PROPERTY INSURANCE.** Owner shall keep the Premises insured against loss or damage to the extent of the full insurable value thereof, including all improvements, alterations, additions, and changes made by either party to this Use Agreement. All insurance proceeds collected shall be used toward full compliance with the obligations of Owner assumed under the section of this Use Agreement addressing



“DESTRUCTION OR CONDEMNATION OF PREMISES” and which relates to the duty of Owner to maintain the Premises in good repair. User shall maintain appropriate insurance for its respective interest in the Premises and property located on the Premises. Each party shall be named as an additional insured on the other party’s policy. Each party shall deliver appropriate evidence to the other party as proof that adequate insurance is in force issued by reputable insurance companies. Each party shall receive advance written notice from the insurer of the other party prior to any termination of such insurance policies. User is responsible for maintaining casualty insurance on its own property.

**9. LIABILITY INSURANCE.** User shall maintain liability insurance on the Premises in a total aggregate sum of at least \$1,000,000.00. User will ensure that the Owner (the Idaho Conference of Seventh-day Adventists, Inc.) is listed as “additional insured” on the policy. User shall deliver appropriate evidence to Owner as proof that adequate insurance is in force issued by companies reasonably satisfactory to Owner. Owner shall receive advance written notice from the insurer prior to any termination of such insurance policy.

## **10. MAINTENANCE.**

### **Owner's obligations for maintenance shall include:**

- Roof, Outside walls, and other structural parts of the building
- Sewer, Water pipes, Underground sprinkler system pipes and other matters related to plumbing
- Electrical wiring
- Natural gas lines
- Air conditioning system
- Fire extinguisher
- Furnace air filters
- All other items of maintenance not specifically delegated to User under this Use Agreement.

### **User's obligations for maintenance shall include:**

- Parking lot, Driveways, and Sidewalks, including Snow and Ice removal, however, User shall not be obligated to make major repairs to these structures, such as resurfacing or restriping
- Improvements to the Premises to comply with the ADA or any other like legal requirements
- Lawn care (fertilizing, weeding, watering, mowing, trimming)
- Sprinkler system head replacement
- Parking lot light bulbs

**11. ALARM SYSTEM.** A security system is in operation within the building of the Premises. Owner will educate User on use of programmable security system. User will ensure Owner is aware of any new entry keypad combination code, should the code be changed.

**12. KEYS.** Permission is hereby granted to User to duplicate keys to the Premises as necessary. User agrees to pay for re-keying all locks on the building at the time the Premises is vacated. If User chooses to re-key locks during the initial term of the Use Agreement, or any extension of said Use Agreement, User will ensure that Owner receives a copy of the new key, as well as, Pocatello Fire Department (for Knox box) to allow for access in the event of an emergency or other conditions listed in this Use Agreement.



Owner will educate User on use of programmable entry keypad. User will ensure Owner is aware of any new entry keypad combination code, should the code be changed.

**13. UTILITIES AND SERVICES.** User shall be responsible for all utilities and custodial services incurred in connection with the Premises, including yard maintenance and snow removal from the date of occupancy. Owner will ensure basic phone lines are maintained as required by security and fire systems. User will notify Owner of any changes in basic phone line service for the purpose of security and fire systems.

Owner has maintained specific phone numbers, (208) 237-3338, for Jessie Clark Christian School throughout its existence. Usage of this number is permissible by IDEA, but the phone number documented above belongs to the JCCS at the termination of this Use Agreement.

Owner shall not be liable for any loss or damage caused or resulting from such services or utilities or any variation, interruption or failure thereof due to any cause whatsoever.

User shall keep temperature above 50°F to prevent pipes from freezing during cold temperatures.

User acknowledges that the premises are designed to provide standard office use, electrical facilities and standard office lighting. User shall not use any equipment or office devices that utilize excessive electrical energy or which may, in Owner's reasonable opinion, overload the amperage ratings of the wiring.

**14. VEHICLE PARKING.** Parking is not allowed on developed grass areas.

**15. TERMINATION UPON SALE OF PREMISES.** The Premises is not currently on the market and at the present time the Owner has no intention of selling the Premises. However, should Owner decide to sell the Premises, at any time during the term of this Use Agreement, Owner shall not do so unless it shall first give to User, by written notice, the right to purchase the Premises at the price and on the terms offered by any prospective purchaser to Owner (hereinafter "Offer"). User shall have a thirty day period after delivery of such notice in which to exercise its right to accept the Offer. In the event User exercises its right and accepts the Offer, it shall provide Owner notice thereof in writing and such notice must be received by Owner prior to the expiration of the thirty day period. If User does not provide notice to Owner of its desire to accept the Offer within such thirty day period, Owner will proceed with property sale while respecting any remaining Use Agreement obligation. If the Premises is not so transferred, or if there is any change in the prospective purchaser, or any material change more favorable to the prospective purchaser in the proposed price or the proposed terms, then the Premises shall again be subject to the provisions of this paragraph. If User accepts the Offer within the thirty day period hereinabove provided, Owner and User shall use their best efforts to consummate the sale of the Premises to User at the proposed price and on the proposed terms as soon as practicable thereafter.

**16. TERMINATION UPON RECOMMENCEMENT OF JESSIE CLARK CHRISTIAN SCHOOL.** Notwithstanding any other provision of this Use Agreement, Owner may terminate this Use Agreement upon 10 months' written notice to User that the Premises will again be occupied by Jessie Clark Christian School.



**17. SECURITY DEPOSIT.** The User shall provide the Owner with a security deposit in the amount of \$3,500, to be held without interest, prior to the commencement of this Use Agreement. Upon termination of this Use Agreement by either party, the Security Deposit shall be refunded to the User less any outstanding charges for repairs, ordinary wear and tear excepted, and for any other amounts due and payable to the Owner under the terms of this Use Agreement. The parties do not consider the Security Deposit as an advance payment under this Use Agreement. All such payments shall be made in a timely manner as called for under this Use Agreement.

**18. USER.** User shall provide supervision of all areas of the Premises used by the User during the term of this Use Agreement. User shall be responsible to repair, or pay the Owner for such repair, of all damages caused by User's use of the Premises, normal wear and tear excepted. User agrees to notify Owner of any damage within twenty four (24) hours for emergency repairs & seventy two (72) hours for non-emergency repairs. User agrees to notify Owner via phone numbers appended to this Use Agreement. A voice mail message must be left, if Owner cannot be reached.

**19. SIGNAGE.** User shall have the right to place a sign above the front entry to the premises on the metal framework provided. User shall not remove sign lettering within this metal framework, but only cover it up. User shall be permitted to place signs on premises as applicable to zoning ordinances of the City of Pocatello. Owner may refuse consent to any proposed signage that is in the Owner's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the use of the premises. User will be responsible to repair any and all damage to the premises resulting from the removal of signs installed by User.

Current suggestions of specific signs and their placement on the premises are available. See attached sign suggestion / documentation.

**20. INJURE OR DEFACE PREMISES.** User will not injure, overload or deface, or allow to be injured, overloaded or defaced, the Premises or any part thereof.

**21. DESTRUCTION OR CONDEMNATION OF PREMISES.** If the Premises are partially destroyed by fire or other casualty to an extent that prevents the conducting of User's use of the Premises in a normal manner, and if the damage is reasonably repairable within sixty days after the occurrence of the destruction, and if the cost of repair is less than \$10,000.00, Owner shall repair the Premises and a just proportion of the Use Agreement payments shall abate during the period of the repair according to the extent to which the Premises have been rendered untenable. However, if the damage is not repairable within sixty days, or if the cost of repair is \$10,000.00 or more, or if Owner is prevented from repairing the damage by forces beyond Owner's control, or if the Premises is condemned, this Use Agreement shall terminate upon twenty days' written notice of such event or condition by either party and any unearned rent paid in advance by User shall be apportioned and refunded to it. User agrees to notify Owner of all damage within 24 hours for emergency repairs & 72 hours for non-emergency repairs. User is requested to make a walk-through and document any damage to the Premises during the first week of occupancy. Documentation of such damage shall then be attached to this Use Agreement.

**22. LAWFUL USE, ETC.** User will not make, or allow to be made, any unlawful, improper or offensive use of the Premises which would be injurious to any person or property, or which would violate the laws of



the State of Idaho or of the United States, or any ordinance of the City of Pocatello, or which would affect or endanger any insurance on said building or increase the premium thereof.

**23. CONDUCT.**

- a. No alcoholic beverages shall be allowed on the Premises.
- b. There shall be no smoking permitted on the Premises.

**24. DEFAULT.** Should the User at any time be in default in the prompt and full performance of any of their promises, covenants or agreements herein; or should the User vacate or abandon the Premises; or should the User or any guarantor of this Use Agreement become bankrupt or insolvent; or if the User shall suffer this Use Agreement to be taken under any writ of execution; then the Owner may treat the occurrence of any one or more of the foregoing events as a breach of this Use Agreement.

**25. REMEDIES.** In the event of any default or breach by the User under this Use Agreement, in addition to any other remedy, the Owner shall also have the right, adhering to applicable legal processes, with or without terminating this Use Agreement, to re-enter the demised Premises and to re-let them. The User hereby agrees to pay the Owner the cost of recovering possession of the demised Premises, the expense of re-letting, and any other costs or damages arising out of the User's default. In the event of the termination of this Use Agreement for any reason, the User shall be entitled to remove all furniture and equipment owned by it and existing on the Premises but shall not remove any fixtures, whether or not installed by the User.

**26. LICENSES.** User agrees that at all times its use of the Premises shall conform to and comply with all laws, orders and regulations of governmental bodies or agencies with jurisdiction over the Premises or User's use of the Premises. User shall be responsible to obtain all licenses and permits for its use of the Premises.

**27. FORCE MAJEURE.** The parties shall be excused for the period of any delay in the performance of any obligations (except the obligation to pay rent and other monetary obligations hereunder) when prevented from doing so by cause or causes beyond their control, including labor disputes, civil commotion, war, governmental regulations or controls, fire or other casualty, inability to obtain any material or service, or act of God.

**28. HOLDING OVER.** If User maintains possession of the Premises for any period after the termination of this Use Agreement ("Holdover Period"), User shall pay to Owner Use Agreement payment(s) during the Holdover Period at a rate equal to the most recent rate preceding the Holdover Period plus 10% of that rate. Such holdover shall constitute a month-to-month extension of this Use Agreement.

**29. LATE CHARGE AND INTEREST.** If a use payment is not made within five (5) days of its due date, User shall pay, in addition to the delinquent monthly installment of use payment, a late charge of \$50.00, plus, \$5 per day for every day late payable with the delinquent payment.

**30. NON-SUFFICIENT FUNDS.** User shall be charged \$30.00 for each check that is returned to Owner for lack of sufficient funds, or fees as charged the Owner by the bank, whichever is greater.



**31. REMODELING, EXPANDING OR STRUCTURAL IMPROVEMENTS.** User will take the Premises in "as is" condition. Any structural changes made to the building will first be submitted, in written form, to the Owner for prior approval. Likewise, any expansion of undeveloped land or developed areas must first be submitted, in written form, to the Owner for prior approval. Changes will be subject to prompt review, while keeping in mind that the Owner meets once per month. No changes will be made without the written consent of Owner, which consent shall not be unreasonably withheld.

All approved Improvements shall be performed at the sole cost of the User in compliance with all applicable statutes, ordinances, codes and regulations. Upon expiration of the term of this Use Agreement, the Improvements shall be considered a part of the Premises and remain therein unless the Owner shall request their removal, in which event the Improvements shall be promptly removed by the User and the Premises restored to substantially the condition existing prior to such Improvements. The granting of the consent by the Owner as provided herein shall not constitute the appointment of the User as the agent of the Owner with respect to the approved Improvements. The User shall timely perform, at the User's sole cost, in a good workmanlike manner, all alterations and/or repairs to the Premises required by any federal, state or local building, fire, life-safety or similar law, ordinance, code or regulation adopted or amended after the Commencement Date of this Use Agreement and applicable to the Premises, or required by reason of any alteration to the Premises performed by the User or a change in the User's use of the Premises, even though such alteration(s) and/or change in use may be consented to by the Owner.

Trade fixtures, equipment and other personal property which are installed in the Premises by the User and are not permanently affixed to the walls, ceilings, floors or other part thereof shall remain the property of the User and, providing the User is not in default under this Use Agreement, they may be removed by the User at any time during the term of this Use Agreement provided that the User promptly repairs all damage resulting from the installation or removal and fully restores the Premises.

**32. ACCESS BY OWNER TO PREMISES.** Subject to User's consent (which shall not be unreasonably withheld), Owner shall have the right to enter the Premises to make inspections, provide necessary services, or show the Premises to prospective buyers, mortgagees, users or workers. However, Owner does not assume any liability for the care or supervision of the Premises. As provided by law, in the case of an emergency, Owner may enter the Premises without User's consent. During the last three months of this Use Agreement, or any extension thereof, Owner shall be allowed to display the usual "To Let" signs and show the Premises to prospective users.

**33. HAZARDOUS MATERIALS.** User shall comply with all hazardous materials laws, both Federal and State, which are now in effect and which may hereafter be amended or adopted. User, its agents, employees, and enrolled children shall not bring onto or allow to be brought onto the Premises any hazardous materials other than those customarily used in the operations of such a facility.

**34. DISPOSAL OF REFUSE.** The User shall not dump, dispose, reduce or incinerate or cause other burning of any trash, papers, refuse or garbage of any kind in or about the Premises. The User shall store all trash and garbage within the Premises or in an area designated as appropriate therefore by the Owner in covered city sanitation containers.



**35. NUISANCE.** The User shall not use the Premises in any manner that will constitute waste, or results in a nuisance or an unreasonable annoyance, including, without limitation, the use of loud speakers or sound or light apparatus that can be heard or seen outside the Premises.

**36. WAIVER.** The failure of either party to enforce any provisions of this Use Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Use Agreement.

One or more waivers by Owner or User shall not be construed as a subsequent breach of the same covenant, term or condition.

**37. AMERICANS WITH DISABILITIES ACT (ADA).** The Owner makes no representations whether the described Premises comply with the requirements of the American Disability Act and makes no representation that they do. User accepts the responsibility of making this determination and will be responsible for making any necessary modifications to comply with the American Disability Act if it elects to continue the Agreement upon discovery of an ADA deficiency.

**38. SUBLETTING AND ASSIGNING.** User may not sublet or assign any interest in the Premises, nor effect a change in the majority Ownership of the User (from the Ownership existing at the inception of this Use Agreement), nor assign, mortgage or pledge this Use Agreement, without the prior written consent of Owner.

**39. TANGIBLE FURNITURE.** User has the right to select and use specific tangible furniture currently in possession of the Owner. Usage fee will not be charged. Owner requests that at the end of the Use Agreement term such tangible furniture, not in like condition as prior to occupancy, be assessed with comparable replacement value. User shall reimburse Owner of such damages. At the time of occupancy, a list of tangible furniture will be documented and attached to this Use Agreement.

**40. FAILURE TO REPAIR.** If the User refuses or neglects to make repairs and/or maintain the Premises, or any part thereof, in a manner reasonably satisfactory to the Owner, the Owner shall have the right, upon giving the User reasonable written notice of its election to do so, to make such repairs or perform such maintenance on behalf of and for the account of the User. In such event, such work shall be paid for by the User in addition to rent and shall be due promptly upon receipt of a bill therefore. No exercise by the Owner of any rights herein reserved shall entitle the User to any damage for any injury or inconvenience occasioned thereby or to any abatement of Rent or other amounts payable by the User under this Use Agreement.

**41. MECHANICS LIENS.** Neither the User nor anyone claiming through the User shall have the right to file mechanics liens or any other kind of lien on the Premises and the filing of a memorandum of this Use Agreement constitutes notice that such liens are invalid. Further, User agrees to (1) give actual advance notice to any contractors, subcontractors or suppliers of goods, labor, or services that such liens will not be valid, and (2) take whatever additional steps that are necessary in order to keep the Premises free of all liens resulting from construction done by or for the User.



**42. NOTICE.** Any notice required by this Use Agreement to be given to either party by the other shall be in writing and shall be deemed to be duly given only if delivered personally or mailed to the other party by U.S. Mail in a postage prepaid envelope, addressed as follows:

**User:**                   **Idaho Distance Education Academy**  
PO Box 338  
Deary, ID 83823  
(208) 877-1513

**Local Contact:**   **Pocatello Seventh-day Adventist Church**  
253 Valley View Drive  
Pocatello, Idaho 83204  
(208) 234-0197

Copies of all notices shall be mailed to Owner: Treasurer, Idaho Conference of Seventh-day Adventists, Inc., 7777 Fairview Ave., Boise, Idaho 83704

**43. USER'S OBLIGATIONS.** The User shall take good care of the Premises and shall pay to the Owner the cost of any repairs thereto or to the Building which are necessitated by the misuse or negligence of the User, its employees, agents, contractors, licensees or invitees.

**44. ATTORNEY'S FEES.** In the event that either party shall seek to enforce any of the provisions hereof by any action at law or in equity, or through arbitration, the unsuccessful party to such an action agrees to pay to the prevailing party all costs and expenses, including reasonable attorney's fees, incurred therein by the prevailing party.

**45. SURVIVAL OF TERMS.** The indemnification and warranties herein, if any, shall survive the termination of this Use Agreement.

**46. PARTIAL ENFORCEABILITY.** If any part of this Use Agreement is determined to be illegal or unenforceable, all other parts of this Use Agreement shall be given effect separately and this Use Agreement shall not be defeated in its entirety.

**47. ENTIRE AGREEMENT/AMENDMENT.** This Use Agreement contains the entire agreement of the parties and there are no other promises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this Use Agreement. This Use Agreement may be modified or amended in writing, if the writing is signed by both parties.

**48. INTEGRATION.** This Use Agreement supersedes all previous understandings or agreements between the parties hereto.

**49. COUNTERPARTS.** This Use Agreement may be executed in counterparts, which counterparts shall be considered as a complete Agreement.

**50. BINDING EFFECT.** This Use Agreement shall be binding upon the heirs, administrators, executors, successors and assigns of the respective parties, as may be appropriate.

**51. TIMING.** Time is of the essence with regard to all acts or deeds to be performed under or in connection with this Use Agreement.

DATED this 1st day of June, 2014.

**IDAHO CONFERENCE OF SEVENTH-DAY ADVENTISTS, INC.  
D/B/A Pocatello Seventh-day Adventist Church**

John Rogers \_\_\_\_\_ Treasurer  
Print Title

John Rogers  
Signature

5-29-14  
Date

**IDAHO DISTANCE EDUCATION ACADEMY**

Jason Bransford \_\_\_\_\_ Director  
Print Title

Jason Bransford  
Signature

June 2, 2014  
Date



IDAHO CONFERENCE  
OF SEVENTH-DAY  
ADVENTISTS, INC.

*Administrative Offices*

July 6, 2016

7777 W. Fairview Ave.  
Boise, Idaho 83704-8418  
Phone: 208-375-7524  
Fax: 208-375-7526  
idconf@idconf.org

To Whom It May Concern:

RE: Lease of Jessie Clark Christian School (JCCS) Property

The Idaho Conference of Seventh-day Adventists, Inc. will allow Idaho Distance Education Academy (I-DEA) to sub-lease the Jessie Clark Christian School (JCCS) building & property at 1451 Jessie Clark Lane, Pocatello, Idaho 83202 to Gem Prep: Pocatello, Inc. beginning July 1, 2017, upon approval of the Gem prep: Pocatello, Inc. school charter.

The sub-lease agreement shall conform to all provisions of the master lease agreement, including insurance requirements.

Sincerely,

A handwritten signature in black ink that reads "John Rogers". The signature is written in a cursive, flowing style.

John Rogers  
Treasurer

**FACILITY LEASE**

THIS LEASE AGREEMENT made this 1st day of **July, 2017** between **Idaho Distance Education Academy**, ("Owner"), and **Gem Prep: Pocatello, Inc.**, ("Tenant");

**LEASE OF PREMISES**

The Owner hereby leases to the Tenant and the Tenant hereby rents from the Owner, subject to the terms and provisions of this Lease, including the General Provisions hereafter set forth and the Exhibits hereafter identified and attached hereto, those certain premises (hereafter "Premises") shown and described on "Exhibit A" attached hereto and made a part hereof, which Premises are located in that certain building described in Section 1 of the Basic Lease Provisions below. As used in this Lease, reference to the "Building" shall mean the whole of the modular building structure and other improvements.

**BASIC LEASE PROVISIONS**

- 1. Building Name: Modular A, Modular B, Modular C, Modular D
- 2. Current Location: 1451 Jesse Clark Lane, Pocatello, Idaho
- 3. Use of Premises: Classrooms
- 4. Building Area: 1792 sq.ft/building
- 5. Initial Term: Sixty (60) Months
- 6. Commencement Date: July 1, 2017
- 7. Option to Terminate: Tenant shall have the right to terminate the lease agreement in the event State of Idaho funding for school programs are withdrawn. Tenant shall notify the Landlord in writing six (6) months prior to termination and provide official documentation from State of Idaho verifying loss of funding source.

8. Annual Base Rent:	YEAR:	BUILDING:	ANNUAL:
	1	A, B, and ½ C	\$88,000.00
	2	A, B, and C	\$95,508.00
	3	A, B, C and D	\$110,525.00

9. Monthly Rent Installments:	Year 1	\$7,333.33
	Year 2	\$7,959.00
	Year 3	\$9,083.33
	Year 4	\$9,083.33
	Year 5	\$9,083.33

10. Tenant's Address for Delivery of Notices:

Gem Prep: Pocatello, Inc.  
P.O. Box 338  
Deary, ID 83823

11. Owner's Address for Payment of Rent and Delivery of Notices:

Idaho Distance Education Academy  
PO Box 338  
Deary, ID 83823

12. Exhibits Attached: Exhibit A (Description of Premises)

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## GENERAL PROVISIONS

### I. PREMISES

1.01. **Premises.** The Premises subject to this Lease shall be that portion of the Building as shown on "Exhibit A" attached hereto and made a part hereof, extending from the top surface of the subfloor to the bottom surface of the roof deck above, but excluding any common stairways, stairwells, hallways, access ways, pipes, ducts, conduits, wires and appurtenant fixtures serving exclusively or in common with other parts of the Building. If either the Rentable Area of the Premises or the Building shall be increased or decreased, the Annual Base Rent and the Tenant's Premises Percentage shall be adjusted accordingly. The Tenant accepts the Premises "as is" and attached hereto and made a part hereof, the Owner shall have no responsibility to construct or pay for any tenant or other improvements in the Premises.

1.02. **Parking.** The Tenant shall be entitled to park in the school parking lot.

### II. TERM

2.01. **Initial Term.** The initial term (hereafter "Initial Term") of this Lease as set forth in the Basic Lease Provisions shall commence on the Commencement Date specified in the Basic Lease Provisions. .

2.02. **Option to Terminate.** Tenant shall have the right to terminate lease as set forth in Section 7 of the lease above.

### III. RENT

3.01. **Rent.** The Tenant shall pay to the Owner, without deduction or off-set, the Annual Base Rent for the Premises specified in the Basic Lease Provisions, in equal monthly installments on the first (1st) day of each calendar month, in advance, commencing on the Commencement Date. Rent for any period less than a full calendar month shall be pro-rated on a per diem basis calculated on a thirty (30) day month. All Annual Base Rent and other amounts payable by the Tenant to the Owner under this Lease shall be in lawful money of the United States of America. All amounts which, pursuant to this Lease, are to be paid by the Tenant to or on behalf of the Owner, in addition to the Annual Base Rent shall be considered "additional rent" for all purposes under this Lease and included in the reference to "rent".

3.02. **Additional Rent - Building Operating Expenses.** The Tenant shall pay to the Owner, as additional rent, any increase in the Building Operating Expenses (hereafter defined) paid or incurred by the Owner. If in any calendar year (the "Current Year") during the term of this Lease, commencing with the first (1st) calendar year following the calendar year in which the Initial Term of this Lease commences, the Building Operating Expenses shall be higher than the Building Operating Expenses for the calendar year in which the Initial Term of this Lease Commences ("Base Year"), the rent payable by the Tenant for the Current Year shall be increased by an amount equal to the increase for the Current Year and each subsequent calendar year until further adjusted in accordance with the terms herein. If the term of this Lease ends on a date other than the last day of a calendar year, the Tenant shall pay the additional rent for that portion of the calendar year during which this Lease is in force and the obligation to pay said prorated additional rent for the year in which the term of this Lease ends shall survive the expiration or earlier termination of this Lease and be payable by the Tenant at the time specified below.

The term "Building Operating Expenses" as used herein shall include all costs of operation of the Building and maintenance as determined by standard accounting practices and shall include the following costs by way of illustration but not limitation: real and personal property taxes levied and assessed against the Building and the Owner's expenses in contesting any such taxes by appropriate legal proceedings; water, sewer and garbage charges,; janitorial service; insurance premiums; electricity, gas and other utility services used in connection with the operation of the Building.

Following the end of each calendar year, the Owner shall deliver to the Tenant an itemization of the actual Building Operating Expenses for the immediately preceding calendar year (Current Year) and an itemization of the same expenses for the Base Year. If the Building Operating Expenses for the Current Year exceeds those expenses for the Base Year, the Tenant shall, within thirty (30) days, pay to the Owner an amount equal to the increase unless the Tenant is not otherwise liable therefore under this Section 3.02. Notwithstanding any provision contained herein, a decrease in the Building Operating Expenses for the Current Year shall not reduce or otherwise affect the Annual Base Rent payable by the Tenant as specified in the Basic Lease Provisions. The failure of the Tenant to pay the increase in the Building Operating Expenses within the time provided in this Lease shall constitute a default under the terms hereof in like manner as the failure of the Tenant to pay the Annual Base Rent when due.

3.03. **Late Charges.** The Tenant acknowledges that the late payment of rent to the Owner will cause the Owner to incur costs not contemplated by this Lease, the exact amount of which the Owner is not capable of determining. Accordingly, if any monthly installment of the Annual Base Rent or any other sum payable by the Tenant to the Owner under this Lease shall not be received by the Owner within ten (10) days after its due date, the Tenant shall pay to the Owner a late charge equal to ten percent (10%) of such overdue rent. Further, and in addition to any late charges, any sums (including rent) payable by the Tenant to the Owner under the terms of this Lease which shall be past due for a period of thirty (30) or more days shall bear interest from the due date at the rate of eighteen percent (18%) per annum. Acceptance of a late charge by the Owner or interest on overdue amounts shall not constitute a waiver of the Tenant's default with respect to such overdue amount nor prevent the Owner from exercising any other rights or remedies granted hereunder. No payment by the Tenant of an amount less than that then due shall be deemed or construed other than a part payment on account of the most recent rent due nor shall any endorsement or statement on any check or letter accompanying any payment be deemed to create an accord and satisfaction.

3.04. **Place of Payment.** Until otherwise directed by the Owner in writing, the Tenant shall deliver all notices and pay all Annual Base Rent and other amounts due under this Lease to the Owner at the address for the Owner set forth in the Basic Lease Provisions.

3.05. **Payment of Abated Rent Upon Default.** If the Tenant should default under the terms of this Lease, and as a result thereof this Lease is terminated by the Owner, all Annual Base Rent, if any, abated by the Owner at the beginning of the Initial Term of this Lease as provided in Article II, above, shall become due and payable, it being agreed that such abatement of Annual Base Rent was granted by the Owner based on the agreement of the Tenant to faithfully and fully perform this Lease for the full term.

#### **IV. USE OF PREMISES**

4.01. **Use.** During the full term of this Lease the Tenant shall use the Premises for classroom and lunchroom purposes only. Any different use by the Tenant shall first require the prior written consent of the Owner, which consent shall be within the sole and exclusive discretion of the Owner. The Tenant acknowledges and agrees that the Owner may withhold consent to such different use, and such shall not

be unreasonable, if it would (i) be in breach of any restrictions applicable to the Building, (ii) involve the storage, use or disposal of any material or substance which is then classified as "hazardous" or "toxic" by any law or regulation, (iii) adversely affect the reputation or image of the Building, as reasonably determined by the Owner, or (iv) require the Owner to perform any alterations to the Premises or the Building by reason of any applicable law, code or regulation. The Tenant's use of the Premises shall be in full compliance with all statutes, ordinances, laws, rules, regulations and restrictive covenants applicable to the Premises.. The Tenant shall comply with all rules and regulations of the National Fire Protection Association, the applicable Fire Rating Bureau and any similar body. The Tenant shall not maintain any item or do anything in or about the Premises, which would cause the increase of insurance rates or make such insurance unobtainable.

4.02. **Waste - Nuisance**. The Tenant shall not use the Premises in any manner that will constitute waste, or results in a nuisance or an unreasonable annoyance to occupants of other portions of the Building including, without limitation, the use of loud speakers or sound or light apparatus that can be heard or seen outside the Premises.

4.03. **Electrical Requirements**. If the Tenant installs upon the Premises any electrical equipment which causes an overload on the electrical service to the Premises or the Building, the Tenant shall, at the Tenant's own cost and expense, make whatever changes are necessary to comply with the requirements of insurers, the utility company supplying said electrical service and any governmental authorities having jurisdiction thereof, but nothing herein contained shall be deemed to constitute the Owner's consent to such overload.

4.04. **Disposal of Refuse**. The Tenant shall not dump, dispose, reduce or incinerate or cause other burning of any trash, papers, refuse or garbage of any kind in or about the Premises. The Tenant shall store all trash and garbage within the Premises or in an area designated as appropriate therefore by the Owner in covered metal containers.

4.05. **Improvements by Tenant - Obligations of Tenant**. If the Tenant is to construct/install any of the tenant improvements in the Premises, the obligations of the Tenant set forth in Articles VI, VII and VIII of this Lease shall commence and be in force and effect from and after the date the Tenant, or the Tenant's employees, contractors or agents, take possession of the Premises, notwithstanding that the Commencement Date is later than the date of said possession.

4.06. **Suitability**. The Tenant acknowledges that the Owner (including any agent of the Owner) has not made any representation or warranty with respect to the Premises or concerning their suitability for the uses intended by the Tenant. The Tenant agrees that the Owner has not agreed to undertake any modification, alteration or improvement of the Premises. The taking of possession of the Premises by the Tenant shall conclusively establish that the same were at that time in a satisfactory condition unless within thirty (30) days after the date of possession the Tenant gives to the Owner a written notice specifying in reasonable detail items, which are defective, or in an unsatisfactory condition.

4.07. **Re-Keying of Premises**. Prior to re-keying of any door locks within the Premises, the Tenant shall obtain the consent of the Owner and any such re-keying by the Tenant shall be in conformity with the Owner's master key system (hereafter "Master Key System"), and if such re-keying by the Tenant requires modifications in the Master Key System, the Tenant shall pay all costs to modify the same.

4.08. **No Smoking Building**. The Tenant acknowledges that the Building has been designated by the Owner as a "No Smoking" Building and the Tenant agrees to timely enforce such restriction with respect to its employees, contractors, agents, invitees and licensees who occupy the Premises.

## V. INSURANCE

5.01. **Tenant's Obligations**. During the term of this Lease, the Tenant shall carry and maintain, at the Tenant's sole cost and expense, the following types of insurance, in the amounts specified and in the form hereafter provided:

- (a) **Public Liability and Property Damage**. Bodily injury liability insurance with limits of not less than \$1,000,000.00 per person and \$1,000,000.00 per occurrence insuring against any and all liability of the insured(s) with respect to the Premises and the other portions of the Building used or useable by the Tenant, its employees, agents, contractors, customers, invitees and licensees, or arising out of or relating to the maintenance, use and occupancy thereof, and property damage liability insurance with a limit of not less than \$500,000.00 per accident or occurrence. All such bodily injury liability insurance and property damage liability insurance shall specifically insure the performance by the Tenant of the indemnity agreement(s) contained in this Lease as to liability for injury to or death of person and injury or damage to property and shall name the Owner.
- (b) **Plate Glass**. The Tenant shall be responsible for the maintenance, repair or replacement of any plate glass on the Premises but shall have the option to either insure the risk or to self-insure the same.
- (c) **Premises Facilities Furnished and Installed by Tenant and Personal Property**. Insurance covering all of the items comprising the Tenant's leasehold improvements, trade fixtures, equipment and personal property from time to time in, on or upon the Premises in an amount not less than ninety percent (90%) of their full replacement cost from time to time during the term of this Lease, providing protection against any peril included within the classification "fire and extended coverage," together with insurance against sprinkler damage, vandalism and malicious mischief. Any policy proceeds shall be used for the repair or replacement of the property damaged or destroyed unless this Lease shall cease and terminate under the provisions of Article X, below.

5.02. **Owner's Obligation**. The Owner shall purchase and keep in force a policy(s) of insurance covering the Building in an amount not less than ninety percent (90%) of the full replacement cost (exclusive of the cost of excavations, foundations and footings), providing protection against any peril generally included within the classification "fire and extended coverage," or, at the Owner's election, "all-risk coverage," including earthquake coverage and/or ordinance or law coverage, if elected by the Owner. In addition, the Owner shall have the right to purchase and keep in force rent loss insurance to protect the Owner against loss of rent during the period of repair or replacement of all or any portion of the Building in the event of loss or damage. The insurance provided for in this Section may be brought within the coverage of a blanket policy(s) of insurance carried and maintained by the Owner.

5.03. **Policy Form**. All policies of insurance provided for herein shall be issued by insurance companies with a general policyholder's rating of not less than A and a financial rating of AAA (or equivalent ratings if such are changed) as rated in the most current available "Best's Insurance Reports" and qualified to do business in the State of Idaho. Executed copies of the policies of insurance to be provided by the Tenant, or certificates thereof, shall be delivered to the Owner within ten (10) days after

the Commencement Date of the Initial Term of this Lease and thereafter within thirty (30) days prior to the expiration of the term of each policy. All public liability and property damage policies shall contain a provision that the Owner, although named as an additional insured, shall nevertheless be entitled to recover under such policies for any loss occasioned by it, or its partners, employees and agents. When any such policy shall expire or terminate, a like renewal or additional policy shall be purchased and maintained by the Tenant. All policies of insurance delivered to the Owner shall contain a provision that the insurer shall give to the Owner twenty (20) days prior notice in writing of any cancellation or lapse or of any reduction in the amounts of insurance. All public liability, property damage and other casualty policies required of the Tenant, shall be written as primary policies, not contributing with and not in excess of coverage which the Owner may carry.

5.04. **Adjustment of Coverage.** Not more frequently than every three (3) years during the term of this Lease if, in the opinion of the Owner based on industry and local standards, the amount of public liability and property damage insurance required to be carried and maintained by the Tenant is at the time not adequate, the Tenant shall increase insurance coverage as reasonably determined by the Owner to be adequate.

5.05. **Failure of Tenant to Insure.** In the event the Tenant shall fail to purchase and keep in force any of the insurance required of the Tenant in this Article, the Owner may, but shall not be required to, purchase and keep in force the same, in which event the Tenant shall pay to the Owner the full amount of the Owner's expense with respect thereto, said payment to be made within ten (10) days after demand for such payment by the Owner. The election by the Owner to purchase said insurance on behalf of the Tenant shall not constitute a curing of the default occasioned by the Tenant's failure nor be an election of remedies otherwise available to the Owner.

5.06. **Waiver of Subrogation.** Any insurance carried by either party as required by this Lease shall include a clause or endorsement denying to the insurer a right of subrogation against the other party to the extent rights have been waived by the insured prior to occurrence of an injury or loss. Each party, notwithstanding any provisions of this Lease to the contrary, hereby waives any rights of recovery against the other for injury or loss due to hazards covered by insurance containing such a clause or endorsement to the extent of the insurance proceeds paid or payable by reason of the injury or loss covered thereby.

## **VI. MAINTENANCE AND REPAIR**

6.01. **Owner's Obligations.** The Owner shall repair and maintain the Building including all plumbing, air conditioning, heating and electrical systems serving the Premises. The Owner shall not be liable for any failure to make repairs or perform maintenance unless the same shall persist for an unreasonable time after written notice of the need for repairs or maintenance is given to the Owner by the Tenant.

6.02. **Tenant's Obligations.** The Tenant shall take good care of the Premises and shall pay to the Owner the cost of any repairs thereto or to the Building which are necessitated by the misuse or negligence of the Tenant, its employees, agents, contractors, licensees or invitees.

6.03. **Failure to Repair.** If the Tenant refuses or neglects to make repairs and/or maintain the Premises, or any part thereof, in a manner reasonably satisfactory to the Owner, the Owner shall have the right, upon giving the Tenant reasonable written notice of its election to do so, to make such repairs or perform such maintenance on behalf of and for the account of the Tenant. In such event, such work shall be paid for by the Tenant as additional rent and shall be due promptly upon receipt of a bill therefore. No exercise by the Owner of any rights herein reserved shall entitle the Tenant to any damage for any injury or inconvenience occasioned thereby or to any abatement of Annual Base Rent or other amounts payable



by the Tenant under this Lease.

6.04. **Warranties.** If the Owner has obtained any manufacturer's or contractor's warranties covering any portion of the Premises or any equipment therein which, by the terms hereof are to be repaired or replaced by the Tenant, and a needed repair or replacement falls within the coverage of the warranty, the Owner shall either (i) use all reasonable efforts to cause such repairs or replacements to be made by the warranting party, or (ii) assign the warranty rights to the Tenant.

## VII. INDEMNITY

7.01. **By Tenant.** The Tenant agrees to indemnify and hold the Owner harmless against all actions, claims, demands, costs, damages or expense of any kind on account thereof, including attorneys' fees and costs of defense, which may be brought or made against the Owner, or which the Owner may pay or incur, by reason of the Tenant's use and occupancy of the Premises or the Tenant's failure to perform this Lease.

7.02. **By Owner.** The Owner agrees to indemnify and hold the Tenant harmless against all actions, claims, demands, costs, damages or expense of any kind on account thereof, including attorneys' fees and costs of defense, which may be brought or made against the Tenant, or which the Tenant may pay or incur, by reason of the Owner's failure to perform this Lease.

7.03. **Non-Liability of Owner.** Notwithstanding any provision in this Lease to the contrary, the Owner shall not be liable for any damage to or loss, by theft or otherwise, of property of the Tenant or of others located on the Premises. The Owner shall not be liable for injuries or damage to property resulting from fire, explosion, sprinklers, falling plaster, steam, gas, electricity, water, rain, snow or leaks from the pipes, appliances, plumbing, street or subsurface, or from any other place or from dampness. The Tenant assumes the risk of all property kept or stored on the Premises and shall hold the Owner harmless from any claims arising out of damage to the same. The Tenant shall give immediate notice to the Owner in case of fire or accidents on or in the Premises or the Building.

## VIII. ALTERATIONS

8.01. **Consent Required.** The Tenant shall make no alterations, improvements or additions ("Improvements") in or about the Premises without the prior written approval of the Owner. All approved Improvements shall be performed at the sole cost of the Tenant in compliance with all applicable statutes, ordinances, codes and regulations. Upon expiration of the term of this Lease, the Improvements shall be considered a part of the Premises and remain therein unless the Owner shall request their removal, in which event the Improvements shall be promptly removed by the Tenant and the Premises restored to substantially the condition existing prior to such Improvements. The granting of the consent by the Owner as provided herein shall not constitute the appointment of the Tenant as the agent of the Owner with respect to the approved Improvements. The Tenant shall timely perform, at the Tenant's sole cost, in a good workmanlike manner, all alterations and/or repairs to the Premises required by any federal, state or local building, fire, life-safety or similar law, ordinance, code or regulation adopted or amended after the Commencement Date of this Lease and applicable to the Premises, or required by reason of any alteration to the Premises performed by the Tenant or a change in the Tenant's use of the Premises, even though such alteration(s) and/or change in use may be consented to by the Owner.

8.02. **Trade Fixtures.** Trade fixtures, equipment and other personal property which are installed in the Premises by the Tenant and are not permanently affixed to the walls, ceilings, floors or other part thereof shall remain the property of the Tenant and, providing the Tenant is not in default under this

Lease, they may be removed by the Tenant at any time during the term of this Lease provided that the Tenant promptly repairs all damage resulting from the installation or removal and fully restores the Premises.

8.03. **Liens Prohibited.** The Tenant shall pay all costs for the work done by or for it on the Premises and the Tenant shall keep the Premises and the Building free and clear of all liens of whatever kind or nature. The Tenant shall indemnify, save and hold the Owner and the Building harmless against any liability, loss, damage, cost, attorneys' fees and all other expenses on account of any prohibited lien.

## **IX. DESTRUCTION OF PREMISES**

9.01. **Fully Tenatable.** If the Premises are damaged by fire or other casualty (occurrence), but are not thereby rendered untenatable, in whole or in part, the Owner shall, at its own expense, cause such damage to be repaired and neither the Annual Base Rent nor other amounts payable by the Tenant under this Lease shall be abated.

9.02. **Partially Untenatable.** If the Premises shall be rendered partially untenatable by reason of such occurrence, the Owner shall, at its own expense, cause the damage to be repaired and the Annual Base Rent for the part of the Premises rendered untenatable shall be abated proportionately on a square footage basis as long as said part remains untenatable. As used herein, "partially untenatable" shall mean that the Tenant is unable to use the Premises for the purposes leased for a period of ten (10) or more consecutive days.

9.03. **Totally Untenatable.** If the Premises shall be rendered wholly untenatable by reason of such occurrence, the Owner shall, at its own expense, cause such damage to be repaired and the Annual Base Rent meanwhile shall be abated. In such event either the Owner or the Tenant shall have the right, which may be exercised by written notice delivered to the other party within thirty (30) days after such occurrence, to elect to terminate this Lease in which event all rights and obligations of the parties shall terminate and end as of the date of such occurrence, except for the obligation of the Tenant to pay Annual Base Rent or other sums which were due and payable prior to the date of the occurrence.

9.04. **Uninsured Casualty.** If the damage to the Premises or to the Building is caused by a casualty for which coverage is excluded under the insurance maintained by the Owner and the cost of repairing such damage exceeds Fifty Thousand Dollars (\$50,000.00), the Owner shall have the right, which may be exercised by written notice delivered to the Tenant within thirty (30) days after such occurrence, to elect to terminate this Lease in which event all rights and obligations of the parties shall terminate and end as of the date of such occurrence, except for the obligation of the Tenant to pay any Annual Base Rent or other sums which were due and payable prior to the date of the occurrence.

The Owner shall have no obligation to repair the Premises and shall have the right to cancel and terminate this Lease if the term (exclusive of any options to renew the term unexercised by the Tenant as of the date of the occurrence) shall not have at least two (2) years remaining from the date of occurrence to the date of expiration.

9.05. **Destruction of Building.** In the event that fifty percent (50%) or more of the Building shall be damaged or destroyed by fire or other cause, either the Owner or the Tenant shall have the right, which may be exercised by written notice delivered to the other party within thirty (30) days after such occurrence, to elect to terminate this Lease in which event all rights and obligations of the parties shall terminate and end as of the date of such occurrence, except for the obligation of the Tenant to pay any Annual Base Rent or other sums which were due and payable prior to the date of the occurrence.

## **X. EMINENT DOMAIN**

10.01. **Definition of Taking.** If the Premises are acquired or damaged by the exercise of the right of eminent domain or by the change of grade of adjacent street(s) or other activity by a public authority, whether or not such damage involves a physical taking of any portion of the Premises, this shall be considered a taking. If the extent of the taking is such that the Premises are no longer suitable for the purpose of the tenancy, this shall be considered a total taking. Any other taking shall be considered a partial taking.

10.02. **Total Taking.** In the case of a total taking, this Lease shall terminate at the date the Premises are rendered unsuitable for the purposes of the tenancy and all compensation therefore, whether fixed by agreement or judicial award, shall belong to the Owner except those portions of the award that are specifically allocated as compensation for actual expenses incurred by the Tenant for moving the Tenant's fixtures, stock in take and inventory and as compensation for the taking of the Tenant's fixtures and leasehold improvements which shall belong to the Tenant and which Tenant has a right to remove at the expiration of the term of this Lease.

10.03. **Partial Taking.** In case of a partial taking and if this Lease is not terminated, the Owner shall repair the Premises at its own expense in accordance with plans and specifications approved by the Tenant, but the Owner shall not be obligated to expend for such repairs any amount greater than the compensation received from the condemning authority. In case of any partial taking, all compensation paid by the condemning authority in connection with the taking, whether fixed by agreement or judicial award, shall be paid to the Owner and the Tenant as provided in Section 11.02, above, and if this Lease is not terminated as above provided, the Annual Base Rent shall be reduced proportionately on the basis which the square footage of that portion of the Premises taken bears to the total square footage of the Premises before the taking.

## **XI. ASSIGNMENT, SUBLETTING AND MORTGAGING**

10.01. **Restriction.** The Tenant shall not, either voluntarily or by operation of law, transfer, assign, sublet, pledge, encumber, enter into license or concession agreements, change ownership or hypothecate this Lease or the Tenant's interest in and to the Premises or otherwise transfer (hereafter "transfer") this Lease or all any part of the Tenant's leasehold estate in the Premises without first obtaining the written consent of the Owner, which consent shall not be unreasonably withheld provided that the use of the Premises shall be as described in Section 4.01, above. If the use of the Premises shall change following such transfer, the Owner may withhold consent if the Owner refuses to consent to such change in use under Section 4.01, above. Any transfer of this Lease, the leasehold estate created hereby, or the Premises or any portion thereof, either voluntarily or involuntarily, whether by operation of law or otherwise, without the prior written consent of the Owner, shall be null and void and shall, at the option of the Owner, constitute a default under this Lease. The Owner reserves the right to refuse to give such consent unless the Tenant remains fully liable during the unexpired term of this Lease. The Owner further reserves the right to refuse to give such consent if, in the Owner's reasonable discretion and opinion, (i) the assignment and/or the use of the Premises by the assignee will cause a breach of any provision (such as a radius, location, use or exclusivity provision) in any other lease, financing agreement or other agreement relating to the Building, or entitle another tenant or occupant of the Building to reduce its rent or terminate its lease, (ii) be in breach of any restrictions applicable to the Building, (iii) involve the storage, use or disposal of any material or substance which is then classified as "hazardous" or "toxic" by any law or regulation, (iv) adversely affect the reputation or image of the Building, as reasonably determined by the Owner, (v) require the Owner to perform any alterations to the Premises or the Building by reason of any applicable law, code or regulation, (vi) the nature or quality of the business to be conducted on the Premises would be a detrimental influence with respect to other tenants occupying the

Building, or (vii) the creditworthiness of the proposed assignee or sublessee is less than the creditworthiness of the Tenant at the date of this Lease. If the Tenant is an entity, the transfer of a majority of the ownership of such entity or a transfer of a majority of the issued and outstanding capital stock of the Tenant if it is a corporation, however, accomplished, shall be deemed an assignment of this Lease. The Tenant agrees to pay to the Owner the Owner's reasonable attorney's fees and other necessary costs incurred in connection with the processing and documentation of any such requested transfer of this Lease or the Tenant's interest in and to the Premises. The consent by the Owner to any assignment or subletting by the Tenant shall not, unless expressly agreed by the Owner in writing to the contrary, relieve the Tenant of any obligations under this Lease, whether accruing before or after such assignment or subletting. The consent by the Owner to any assignment or subletting shall not constitute a waiver of the requirement to obtain the Owner's consent to subsequent assignments or sublettings. Each assignee or subtenant shall expressly assume in writing all obligations of the Tenant under this Lease, provided, that each assignee or sublessee shall, by taking possession of the Premises, be deemed to have expressly assumed all obligations of the Tenant under this Lease and shall remain jointly and severally liable with the Tenant for the full and timely performance of this Lease.

10.02. **Subsequent Modifications.** The assignment of this Lease by the Tenant with the consent of the Owner shall, without being specifically so stated or agreed, constitute the express agreement by the Tenant that subsequent modifications of this Lease by the Owner and the assignee shall not (i) require the prior consent or approval of the Tenant (assignor), or (ii) release or relieve the Tenant (assignor) from liability hereunder, provided that if such modifications increase the rent or other obligations of the Tenant hereunder, the Tenant's (assignor's) liability shall be limited to the terms of this Lease as the same existed on the date of assignment.

10.03. **Sublease Rent.** If the Tenant subleases the Premises at a rent in excess of the rent reserved by the Owner hereunder, the Owner shall have the right to refuse consent thereto unless all such excess rent to be paid by the sublessee is agreed to be, and is, paid to the Owner and such condition is expressly agreed to be a reasonable limitation upon the Tenant's right to sublease the Premises.

## **XI. SUBORDINATION AND FINANCING**

The Tenant agrees that at all times this Lease and the Tenant's leasehold estate created hereby shall be subordinate to the lien of any mortgage, deed of trust or other encumbrance, together with any renewals, extensions or replacements thereof, now or hereafter placed, charged or enforced against the Owner's interest in the Building and the Premises. Upon the request of the Owner, the Tenant agrees to execute and deliver such documents as may be required to effectuate such subordination. In the event the Tenant shall fail, neglect or refuse to execute and deliver any such document within ten (10) days after receipt by the Tenant of the document(s) to be executed by it, to effect such subordination, the Tenant hereby irrevocably appoints the Owner, and the Owner's successors and assigns, the true and lawful attorney-in-fact of the Tenant to execute and deliver in the Tenant's own name any and all such documents for and on behalf of the Tenant in connection with such subordination.

## **XII. QUIET ENJOYMENT**

The Owner agrees that the Tenant, upon paying the Annual Base Rent and other amounts payable by the Tenant under this Lease, and performing the covenants, terms and conditions of this Lease required of the Tenant to be kept and performed, may quietly have, hold and enjoy the Premises during the term hereof.

## **XIII. DEFAULT**

13.01. **Events of Default.** Time is of the essence of this Lease. The occurrence of any of the following events shall constitute a material default and breach of this Lease by the Tenant:

- (a) Failure of the Tenant to occupy the Premises, or once occupied, if the Tenant vacates or abandons the Premises;
- (b) Failure of the Tenant to pay any installment of rent within ten (10) days following its due date without the requirement of written notice of demand;
- (c) Failure of the Tenant to pay any other sum payable under this Lease within thirty (30) days after written demand therefore is delivered to the Tenant;
- (d) Default by the Tenant in the performance of any of the Tenant's covenants, agreements or obligations hereunder (excluding a default in the payment of rent or other monies due) which continues for thirty (30) days after written notice thereof is delivered to the Tenant by the Owner; or
- (e) Filing by or against the Tenant in any court, pursuant to any statute, either in the United States or of any other state, a petition in bankruptcy or insolvency, or for reorganization or for appointment of a receiver or trustee of all or a substantial portion of the property owned by the Tenant or if the Tenant makes an assignment for the benefit of creditors, or any execution or attachment shall be issued against the Tenant or all or a substantial portion of the Tenant's property, whereby all or any portion of the Premises covered by this Lease or any improvements thereon shall be taken or occupied or attempted to be taken or occupied by someone other than the Tenant, except as may herein be otherwise expressly permitted, and such adjudication, appointment, assignment, petition, execution or attachment shall not be set aside, vacated, discharged or bonded within thirty (30) days after the determination, issuance or filing of the same;
- (f) Failure of Tenant to pay rent within ten (10) days after written notice by Landlord that the rent is due and unpaid followed by Tenant's continued failure to pay within twenty (20) days thereafter; provided however that Landlord shall not be required to give such written notice more than once during a 12 month period. If Tenant fails to pay any rent or other charge within 10 days of the due date and Landlord has been required to give the written notice required within the preceding 12 months, then Tenant's failure to pay alone shall constitute a default.

In the event of a default under subsection (e) hereof, which by reason of applicable federal or state law cannot be enforced in accordance with the terms of this Lease, the provisions concerning Bankruptcy or shall become operative and shall be binding on the parties.

13.02. **Owner's Remedies.** In the event of a default by the Tenant under this Lease, the Owner shall have all rights and remedies allowed by law or equity including, but not limited to, the following:

- (a) **Termination - Damages.** In addition to any other remedy available to the Owner at law or in equity, all of which other remedies are reserved unto the Owner, the Owner shall have the right to immediately terminate the Tenant's right to possession of the Premises and/or this Lease and all rights of the Tenant hereunder by delivering a written notice of termination to the Tenant. In the event that the Owner elects to so terminate such possession and/or this Lease, such election shall constitute the election by the Owner to



accelerate all future rents payable under this Lease to be immediately due and payable and the Owner shall have the right to recover from the Tenant the following:

- (i) The worth at the time of award of any unpaid rent which has been earned at the time of such termination; plus
- (ii) The worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss the Tenant proves could have reasonably been avoided; plus
- (iii) The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that the Tenant proves could have reasonably been avoided; plus
- (iv) Any other amount necessary to compensate the Owner for all detriment directly caused by the Tenant's failure to perform the obligations under this Lease or which in the ordinary course of things would likely to result therefrom; plus
- (v) Reasonable attorneys' fees incurred by the Owner as the result of such material default and breach and costs in the event suit is filed by the Owner to enforce any remedy; plus
- (vi) At Owner's election, such other amounts in addition to or in lieu of the foregoing as may be permitted from time to time by applicable law.

The term "rent" as used herein shall be deemed to be the Annual Base Rent, additional rent and all other sums required to be paid by the Tenant pursuant to the terms of this Lease.

As used in subparagraphs (i), (ii) and (iii), above, the "worth at the time of award" shall be determined by allowing interest or discounting, as the case may be, at the rate equal to the discount rate of the Federal Reserve Bank of San Francisco at the time of the award.

A termination of this Lease under this Section shall not release or discharge the Tenant from any obligation under this Lease but shall constitute only a termination of the right of the Tenant to possess and occupy the Premises, unless otherwise specifically stated by the Owner in writing at the time of such termination.

- (b) **Enforcement**. In the event of a default by the Tenant under this Lease, the Owner may, from time to time, without terminating this Lease, either recover all rent as it becomes due or re-let the Premises or any part thereof for such term or terms and at such rent and upon such other terms and conditions as the Owner, in the Owner's sole discretion, may deem advisable with the right to make alterations and repairs to the Premises, the cost of which shall be chargeable to the Tenant.

If the Owner shall elect to so re-let the Premises, rents received by the Owner therefrom shall be applied as follows: first, to reasonable attorneys' fees incurred by the Owner as a result of the Tenant's default; second, to the cost of suit if an action is filed by the Owner to enforce the Owner's remedies; third, to the payment of any indebtedness other than rent due under this Lease from the Tenant; fourth, to the payment of any cost of such re-letting; fifth, to the payment of the cost of any alterations and repairs to the Premises; and sixth, to the payment of rent due and unpaid hereunder and the residue, if any, shall be

held by the Owner and applied in payment of future rent as the same may become due and payable hereunder. Should that portion of such rent received from any re-letting during any month which is applied to the payment of rent hereunder be less than the rent payable during the month by the Tenant hereunder, the Tenant shall pay such deficiency to the Owner. The Tenant shall also pay to the Owner as soon as ascertained any costs and expenses incurred by the Owner in re-letting or in making the alterations and repairs to the Premises, the cost of which is not covered by the rents received from such re-letting.

- (c) **Non-Termination - Re-Entry.** In addition to the other rights of the Owner herein provided, the Owner shall have the right, without terminating this Lease, at its option, to re-enter and re-take possession of the Premises and all improvements thereon and collect rents from any subtenants and/or sublet the whole or any part of the Premises for the account of the Tenant, upon any terms or conditions determined by the Owner. In such event of subleasing, the Owner shall have the right to collect any rent which may become payable under any sublease and apply the same first to the payment of expenses incurred by the Owner in dispossessing the Tenant and in subletting the Premises and, thereafter, to the payment of the Annual Base Rent and other amounts payable by the Tenant under this Lease required to be paid by the Tenant in fulfillment of the Tenant's covenants hereunder; and the Tenant shall be liable to the Owner for the payment of the Annual Base Rent and other amounts required to be paid by the Tenant under this Lease, less any amounts actually received by the Owner from a sublease and after payment of expenses incurred, applied on account of the Annual Base Rent and other amounts due hereunder. In the event of such election, the Owner shall not be deemed to have terminated this Lease by taking possession of the Premises unless written notice of termination has been given by the Owner to the Tenant.
- (d) **No Termination.** No re-entry or taking possession of the Premises by the Owner pursuant to the provisions of this Lease shall be construed as an election to terminate this Lease unless a written notice of such intention is delivered by the Owner to the Tenant. Notwithstanding a re-letting without termination by the Owner due to the default by the Tenant, the Owner may at any time after such re-letting elect to terminate this Lease for such default.
- (e) **Landlord's Lien.** In addition to any other rights of the Owner as provided in this Article, upon the default of the Tenant, the Owner shall have the right to enter the Premises, change the locks on doors to the Premises and exclude the Tenant therefrom and, in addition, take and retain possession of any property on the Premises owned by or in the possession of the Tenant as and for security for the Tenant's performance. The Tenant hereby grants to the Owner a lien under §45-108, Idaho Code, on all of said property, which lien shall secure the future performance by the Tenant of this Lease. No property subject to said lien shall be removed by the Tenant from the Premises so long as the Tenant is in default of any monetary obligations under this Lease. No action taken by the Owner in connection with the enforcement of the rights as provided in this Article shall constitute a trespass or conversion and the Tenant shall indemnify, save and hold the Owner harmless from and against any such claim or demand on account thereof.

13.03. **Remedies Cumulative.** The rights, privileges, elections and remedies of the Owner set forth in this Lease or allowed by law or equity are cumulative and the enforcement by the Owner of a specific remedy shall not constitute an election of remedies and/or a waiver of other available remedies.

13.04. **Mitigation.** The Owner shall have the obligation to make reasonable efforts to mitigate the loss or damage occasioned by a default of the Tenant, provided that said obligation to mitigate shall not relieve the Tenant of the burden of proof as required in this Article or otherwise affect the rights and remedies available to the Owner in the event of a default by the Tenant as provided in this Article, or otherwise allowed by law or equity. Nothing herein contained shall obligate the Owner to mitigate rental loss by re-letting the Premises so long as the Owner has other similar premises vacant or by re-letting the Premises to a new tenant whose use of the Premises would be undesirable in the reasonable judgment of the Owner, require the Owner to expend any money to remodel, alter or improve the Premises, or would be result in the Owner being in breach or default under any contractual obligations of the Owner.

#### **XIV. SURRENDER OF PREMISES**

14.01. **Condition.** Upon the expiration or earlier termination of this Lease, the Tenant shall quit and surrender possession of the Premises to the Owner in as good order and condition as the same are at the Commencement Date of this Lease or hereafter may be improved by the Owner or the Tenant, reasonable wear and repairs, which repairs are the Owner's obligation excepted. The Tenant shall, without expense to the Owner, remove or cause to be removed from the Premises all debris, rubbish, furniture, equipment, business and trade fixtures, free-standing cabinetwork, movable partitions and other articles of personal property owned by the Tenant (exclusive of any items described in Section 17.03, below) and all similar items of any other persons claiming under the Tenant, and the Tenant shall, before expiration of termination, repair all damage to the Premises resulting from such removal and otherwise restore the Premises.

14.02. **Abandoned Property.** If the Owner shall re-enter the Premises as provided in Article XVI, above, or as otherwise provided in this Lease, any property of the Tenant not removed by the Tenant upon the expiration of the Term of this Lease (or within seventy-two (72) hours after a termination by reason of the Tenant's default), as provided in this Lease, shall be considered abandoned and the Owner may remove any or all of such items and dispose of the same in any manner or store the same in a public warehouse or elsewhere for the account and at the expense and risk of the Tenant, and if the Tenant shall fail to pay the cost of storing any such property after it has been stored for a period of thirty (30) days or more, the Owner may sell any or all of such property at public or private sale in such manner and at such times and places as the Owner, in its sole discretion, may deem proper, without notice to or demand upon the Tenant, for the payment of all or any part of such charges or the removal of any such property, and shall apply the proceeds of such sale as follows: First, to the cost and expenses of such sale, including reasonable attorneys' fees incurred; second, to the payment of the cost of or charges for storing any such property; third, to the payment of any other sums of money which may then or thereafter be due to the Owner from the Tenant under any of the terms hereof; and fourth, the balance, if any, to the Tenant. The provisions hereof shall be without prejudice to the Owner to exercise any other rights over the Tenant's property on the Premises as provided elsewhere in this Lease or allowed by law.

14.03. **Permanent Property.** All fixtures, equipment, alterations, additions, improvements and/or appurtenances attached to or built into the Premises prior to or during the Term of this Lease, whether by the Owner at its expense or at the expense of the Tenant, or both, shall be and remain part of the Premises and shall not be removed by the Tenant at the end of the Term unless otherwise expressly provided for in this Lease. Such fixtures, equipment, alterations, additions, improvements and/or appurtenances shall include, but shall not be limited to: all floor coverings, drapes, paneling, molding, doors, vaults, plumbing systems, electrical systems, lighting systems, silencing equipment, all fixtures and outlets for the systems mentioned above and for all telephone, radio, telegraph and television purposes and any special flooring or ceiling installations.

#### **XV. MISCELLANEOUS**

15.01. **Owner's Right of Entry.** The Owner and the Owner's authorized representatives shall have the right to enter the Premises at all reasonable times for the purpose of determining whether the Premises are in good condition, to make necessary repairs or perform any maintenance, to serve any notice required or allowed under this Lease or to show the Premises to prospective brokers, agents, buyers or tenants.

15.02. **No Waiver.** The failure of the Owner or the Tenant to seek redress for violations or to insist upon the strict performance of any covenant or condition of this Lease shall not be deemed a waiver of such violation or of any future similar violation and the waiver by the Owner or the Tenant of any breach shall not be deemed a waiver of any past, present or future breach of the same or any other term, covenant or condition of this Lease.

15.03. **Notices.** Whenever any notice, approval, consent, request or election is given or made pursuant to this Lease, it shall be deemed delivered when it is in writing and personally delivered or deposited in the United States mail, postage prepaid, certified or registered mail, return receipt requested and addressed to the party at the address set forth in the Basic Lease Provisions.

15.04. **Limitation of Owner's Liability.** The obligations of the Owner under this Lease do not constitute personal obligations of the Owner or its successors or assigns and the Tenant shall look solely to the real estate that is the subject of this Lease and to no other assets of the Owner or its successors or assigns for satisfaction of any liability under this Lease.

15.05. **Holding Over.** Should the Tenant continue to occupy the Premises or any part thereof after the expiration or earlier termination of this Lease, against the consent of the Owner, such tenancy shall be month-to-month at a rent equal to 150% of the Annual Base Rent in force and effect for the last month of the term expired or terminated.

15.06. **Attorneys' Fees and Costs.** If either party shall default under this Lease and said default is cured with the assistance of an attorney for the other party, as a part of curing said default, the reasonable attorneys' fees incurred by the other party shall be added to the balance due and payable or, in the case of a non-monetary default, shall be paid to the other party upon demand. In the event suit or action is filed by either party against the other to interpret or enforce this Lease, the unsuccessful party to such litigation agrees to pay to the prevailing party all costs and expenses, including attorneys' fees incurred therein, including the same with respect to an appeal.

15.07. **Transfer of Owner's Interest.** In the event of a sale or conveyance by the Owner of the Premises and/or the Building, other than a transfer for security purposes only, the Owner shall be relieved from all obligations and liabilities accruing thereafter on the part of the Owner, provided that any funds in the hands of the Owner at the time of transfer in which the Tenant has an interest, shall be delivered to the successor of the Owner. This Lease shall not be affected by any such sale and the Tenant agrees to attorn to the purchaser or assignee provided all the Owner's obligations hereunder are assumed in writing by the transferee.

15.08. **Notice of ADA Violations.** Within ten (10) days after receipt, the Owner and the Tenant shall advise the other party in writing, and provide the other party with copies of any notices claiming or alleging violation of the Americans with Disabilities Act of 1990 (hereafter "ADA") relating to the Premises or the Building, or any claim made or threatened in writing regarding noncompliance with the ADA and relating to the Premises or the Building, or any governmental or regulatory actions or investigations instituted or threatened regarding noncompliance with the ADA and relating to the Premises or the Building.

15.09. **Construction.** All parties hereto have either (i) been represented by separate legal counsel, or (ii) have had the opportunity to be so represented. Thus, in all cases, the language herein shall be construed simply and in accordance with its fair meaning and not strictly for or against a party, regardless of which party prepared or caused the preparation of this Lease.

15.10. **Succession.** This Lease shall be binding upon and shall inure to the benefit of the respective heirs, personal representatives, successors and assigns of the parties.

15.11. **Estoppel Certificate.** The Tenant shall, at any time upon not less than ten (10) days' prior written notice from the Owner, execute, acknowledge and deliver to the Owner a statement in writing (a) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modification and certifying that this Lease, as so modified, is in full force and effect) and the date to which the rent and other charges are paid in advance, (b) acknowledging that there are not, to the Tenant's knowledge, any uncured defaults on the part of the Owner hereunder, or specifying such defaults if they are claimed, and (c) containing any other certifications, acknowledgments and representations as may be reasonably requested by the Owner or the party for whose benefit such estoppel certificate is requested. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises or the Real Property. The Tenant's failure to deliver such statement within said time shall be conclusive upon the Tenant (i) that this Lease is in full force and effect, without modification except as may be represented by the Owner, (ii) that there are no uncured defaults in the Owner's performance, (iii) that not more than an amount equal to one (1) month's installment of the Annual Base Rent has been paid in advance, and (iv) that such additional certifications, acknowledgments and representations as are requested under subsection (c) hereof, are valid, true and correct as shall be represented by the Owner. If the Owner desires to finance or refinance the Premises, the Tenant hereby agrees to deliver to any lender designated by the Owner such financial statements of the Tenant as may be reasonably required by such lender. All such financial statements shall be received by the Owner in confidence and shall be used only for the purpose herein set forth.

15.12. **Warranty Re: Financial Statements.** The Tenant and the officer(s) signing this Lease for a corporate Tenant and each guarantor of this Lease, if any, represent, warrant and certify to the Owner that any financial statement or other financial information given to the Owner is true, accurate and correct and truly and accurately represents the financial condition of the Tenant or the guarantor(s), as the case may be, as of the date of this Lease. The Tenant and the guarantor(s) acknowledge that said financial statement(s) and information was given to the Owner to induce the Owner to execute this Lease and was relied upon by the Owner in so doing.

15.13. **Severability.** If any term or provision of this Lease shall be determined by a Court to be invalid or unenforceable, the remainder of this Lease shall not be affected thereby and each term and provision of this Lease shall be valid and enforceable to the fullest extent permitted by law. It is the intention of the parties that if any provision in this Lease is capable of two constructions, then the provision shall be interpreted to have the meaning which renders it valid.

15.14. **Force Majeure.** Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, court orders, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, government restrictions, regulations or controls, hostile government action, civil commotion, fire or other casualty and other causes beyond the reasonable control of the party obligated to perform shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage except the obligations imposed with regard to rent and other charges to be paid by the Tenant pursuant to this Lease, which obligation shall not be affected thereby.



15.15. **No Recording or Disclosure.** Neither party shall record this Lease or any memorandum hereof, it being agreed that the Tenant's possession of the Premises shall be adequate notice of the Tenant's leasehold interest. In addition, the Tenant agrees to not disclose the terms of this Lease to any third party, excepting only the employees and agents of the Tenant, including the Tenant's accountant and attorney.

15.16. **Article Headings.** The article headings, title and captions used in this Lease are for convenience only and are not part of this Lease.

15.17. **Entire Agreement.** This Lease, including the exhibits attached hereto, contains the entire agreement between the parties as of the date of this Lease and the execution hereof has not been induced by either party or any agent of either party, by representations, promises, undertakings not expressed herein. There are no collateral agreements, stipulations, covenants, promises, inducements or undertakings whatsoever between the parties concerning the subject matter of this Lease which are not expressly contained herein.

IN WITNESS WHEREOF, the parties have executed this Lease, consisting of the foregoing provisions and the General Provisions and Exhibits attached, as of the date first above written.

**OWNER: Idaho Distance Education Academy**

**TENANT: Gem Prep: Pocatello, Inc**

By \_\_\_\_\_  
Date

By \_\_\_\_\_  
Date

Title: Chairman

Title: Chairman

**EXHIBIT A**

**DESCRIPTION OF PREMISES**

Modular A 1792 sq. ft.

Modular B 1792 sq. ft.

Modular C 1792 sq. ft.

Modular D 1792 sq. ft.

Includes furniture and equipment furnished for modular A, B & C

DRAFT

**J.A. AND KATHRYN ALBERTSON FOUNDATION, INC.**  
**Grant Agreement**  
**(May 1, 2015 – April 30, 2019)**

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<b>Project Title:</b>	<b>GEM Innovation Schools</b>
<b>ID #:</b>	<b>8041</b>
<b>Grantee:</b>	<b>Idaho Distance Education Academy (IDEA)</b> <b>1451 Jessie Clark Lane</b> <b>Pocatello, ID 83202</b>
<b>Contact Person:</b>	<b>Jason Bransford, CEO</b> <b>jasonbransford@idahoidea.org</b>

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**Grant Period:** 5/1/2015 - 4/30/2019

**Total Award:** Up to \$4,500,000 (based on meeting benchmarks)

**Specifications of the Grant Award:**

- 1. Project Description:** In 2013, I-DEA began to consider the possibility of launching a ‘blended’ school that would combine technology with site-based education, which was different from their virtual model. In March 2014, I-DEA received a business planning grant from the Foundation and spent six months developing a business plan. At the core of the plan is the launch of Gem Innovation Schools, a blended, K-12 charter school model that would operate as part of a new CMO that would also manage I-DEA’s established virtual school.

The mission of Gem Innovation Schools is to prepare students for success in college and professional technical careers by providing high quality on campus blended learning and virtual educational options across the state of Idaho. Through exceptional teaching, innovative uses of technology and in partnership with families, Gem Innovation Schools provides students with a personalized, relevant and rigorous education that challenges each child commensurate with his or her abilities.

**2. Project Objectives:**

An investment in Gem offers the opportunity for compelling impact in three primary ways:

- **Direct Student Impact:** Gem plans to increase its enrollment by 1,786 students, with the potential to serve even more over time. Gem students will be given the opportunity to obtain a high-quality K-12 educational experience that will put them on track for post-secondary success.
- **Creating a CMO Proof Point:** Idaho is brand new to Charter Management Organizations (CMOs) and the CMO model is unfamiliar to many. Gem is well-positioned to be a pioneer in this area given its strong leadership team, track record of success, and innovative instructional model that utilizes funding and talent more efficiently than traditional brick and mortar schools.



- **Spurring Idaho Innovation:** Gem schools will use technology to radically transform the way students access learning opportunities. Through personalized instruction facilitated by technology and skilled teachers, Gem has the potential to be a disruptive force in the Idaho – and national – education landscape. Gem plans to make all of their schools open laboratories where educators can come to learn from their innovative model and spread it to other schools across Idaho and beyond.
3. **Expected Results and Measurements:** At its target enrollment of approximately 2,500 students, Gem Innovation Schools will graduate over 100 college and/or professional technical career ready students per year. At full scale Gem Innovation Schools plans to operate 4 K-12 schools in:
- Pocatello
  - North
  - Treasure Valley
  - I-DEA (virtual)

This grant agreement provides potential funding for the first four years of Gem’s growth plan and is intended to help Gem schools build out their growth plan in a reasonable way, while ensuring quality instruction. While the grant agreement covers four years’ worth of growth, the Foundation’s expectations are that Gem schools will continue with their plan to achieve full growth potential of 2,576 students (Gem and I-DEA combined) or more by 2022.

4. **Participation Requirements:** Oversight and evaluation for this grant will be provided by Bluum. All communication, reports and meetings should be coordinated through Bluum. GEM Innovation Schools shall:
- a. Reach or exceed ‘Annual Benchmark’ objectives (see Appendix A)
  - b. Meet annual enrollment targets during term of grant
  - c. Provide Bluum a seat on Board of Directors of I-DEA during grant term
  - d. Allow Bluum site visits as requested (at least annually)
5. **Program Accountability:** Idaho Distance Education Academy (“IDEA”) is responsible for the implementation and evaluation of the project outlined above.

**5.1 Retention of Key Personnel:** The J.A. and Kathryn Albertson Foundation, Inc. (Foundation) recognizes that the participation of Jason Bransford, CEO, for IDEA, is critical to the success of the GEM Innovation Schools project. If the key personnel noted above ceases to be directly involved in this project, IDEA must immediately notify the Foundation Program Officer for this grant. Upon such notification, the Foundation will hold any remaining grant funds, subject to notification of replacement of the personnel. At such time the Foundation will make a written determination as to the feasibility of continuing the grant. The Foundation reserves the right to reclaim any remaining grant funds and/or suspend the disbursement of any remaining grant payments in the event of a change in key personnel.

6. **Fiscal Accountability:** These funds have been awarded by the J.A. and Kathryn Albertson Foundation, Inc. based on the budget indicated in your proposal submitted February 3, 2015. All grant funds must be expended for charitable or educational purposes. It is understood that the funds will be used in accordance with the approved budget. Line-item variations greater than \$10,000 that are in excess of 10% of the amount originally approved for the budget



category must be requested in advance in writing and approved by Bluum. Any grant funds as well as any interest earned thereon not expended or committed for the specified purposes as stated in the proposal, or within the Grant Period stated above, will be returned to the Foundation. If funds are expended in violation of the Agreement, the Grantee shall repay that portion of the grant not used for the intended purpose.

**6.1 Budget:**

Total	Multiple Payments (see Funds Disbursement)	\$4,500,000.00
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**6.2 Expenditure Prohibitions:** Grantee shall not use any of the funds received from the Foundation:

- (a) To carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of Internal Revenue Code (“IRC”) Section 4945(d)(1);
- (b) To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of IRC Section 4945(d)(2);
- (c) To make any grant to an individual or other organization that does not comply with the requirements of IRC Section 4945(d)(3) or (4); or
- (d) To undertake any activity for a non-charitable purpose, as defined in IRC Section 170(c)(2)(B);
- (e) To provide material support or resources to any individual or entity that Grantee knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in, or has engaged in terrorist activity;
- (f) To pay administrative indirect costs that are not directly related to GEM Innovation Schools as defined in this Agreement.

**6.3 Funds Disbursement:** Funds will be disbursed as follows (upon receipt of signed Agreement and meeting or exceeding Annual Benchmarks, as stated in Appendix A):

Schedule Date	Amount	Notes	Status
5/1/2015	\$300,000	Year-1	Scheduled
9/1/2016	Up to \$1,475,000	Year-2	Scheduled
9/1/2017	Up to \$1,110,000	Year-3	Scheduled
9/1/2018	Up to \$1,250,000	Year-4	Scheduled
9/1/2019	Up to \$ 365,000	Year-5	Scheduled

Release of subsequent payments toward multi-year awards will be made only after Annual Benchmarks are achieved and the required reports have been received and approved by the Foundation and Bluum.

**6.4 Accounting and Record Keeping Procedures:** IDEA shall separately account for the grant funds on its books and records. Any interest earned must be expended for the purposes of the grant. IDEA shall maintain records of receipts and expenditures relating to the grant and shall



make its books and records available to the Foundation at reasonable times. Records of all expenditures from grant funds, interest earned and copies of reports submitted to the Foundation, shall be kept by the Grantee for at least four years after completion of the use of the grant funds.

7. **Further Assurances:** Grantee shall take all such actions reasonably requested by the Foundation, and shall comply with the provisions of any future regulations promulgated under IRC Sections 4942 to 4945 that are applicable to the grant, to ensure that the grant (a) will constitute a “qualifying distribution” by the Foundation within the meaning of IRC Section 4942(g), (b) will not constitute a “taxable expenditure” by the Foundation within the meaning of IRC Section 4945, and (c) will not violate the USA PATRIOT Act, Executive Order 13224, or any other applicable law, regulation, or order.
8. **Indemnification:** Grantee acknowledges that the Foundation has no control over the operations, acts or omissions of the Grantee. Grantee shall indemnify and hold the Foundation harmless from and against any claim, liability, loss, damages, fines, penalties, and expenses (including but not limited to reasonable legal fees and costs) arising out of the project outlined above, any breach by the Grantee of this Agreement, or any act or omission of the Grantee in connection with project activities.
9. **Reporting Requirements:** IDEA shall submit the following reports to Bluum:
  - a. **Mid-Year progress report due on or before January 31.** The progress report should reflect progress toward the annual benchmarks and implementation plan objectives.
  - b. **Annual Report(s) due on or before July 31 of each year.** The Annual Report shall be a full and complete report on the use of grant funds to-date, compliance with the terms of the grant, and the progress made by Grantee toward achieving the purposes for which the grant was made.
    - Annual reports should include:
      - Enrollment progress to plan
      - Financial progress to plan
      - Report on challenges prior 6 months
      - Report on 2-3 sharable lessons learned
      - Develop recovery plan if progress below plan by more than 10% (financial or attendance)
  - c. **Final Report due on or before September 30, 2019.** The Final Report shall be a full and complete report of all expenditures made from grant funds and shall indicate whether the goals of the grant were achieved.
  - d. **OPINE Report due within 30 days of receipt/issuance.** IDEA shall submit a copy of the opine on its financial operations from their annual fiscal audit to the Foundation. This should be sent to the Foundation annually, following the Grantee’s annual financial audit. The report should be attested by the responsible financial officer or a Certified Public Accountant.



Grantee also shall promptly report to the Foundation any change in its corporate or tax status, or any material change in the conduct of the program that the grant is intended to support.

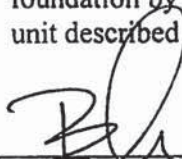
10. **Communications:** If IDEA would like to issue a news release to inform your community of this project, the Foundation and Bluum will work with you to develop the message. When referring to the Foundation, the title of “J.A. and Kathryn Albertson Family Foundation” should be used and the focus of the release should be on the project rather than the Foundation. A copy of all news releases should be sent to the Foundation. IDEA should not purport to speak on behalf of the Foundation. If clarification of Foundation activities or position is required, a Foundation officer should be contacted.
11. **Termination of Grant:** The Foundation reserves the right to rescind the grant or cease any further payments of the grant award if--
  - (a) The original purposes of the grant are changed in any material respect without the Foundation’s prior approval;
  - (b) The Grantee’s capacity to accomplish the purposes of the grant have been materially adversely affected; or
  - (c) Grantee has failed to comply with any of the terms or conditions of the grant in any material respect.
  - (d) Grantee has failed to meet the performance benchmarks attached as Appendix A.
  - (e) There is a change in key personnel as outlined in section 5.1 of this agreement.
12. **Funding:** This is a multi-year grant the J.A and Kathryn Albertson Foundation, Inc. has agreed to fund based on the proposal submitted and described in this Agreement. Annual Benchmarks must be achieved prior to funds being disbursed in subsequent years. The expectation is that at full scale (1786 new seats) the funds provided by the State of Idaho will be sufficient to operate the charter schools into perpetuity.

**Notwithstanding anything in this Agreement to the contrary,** the Foundation reserves the right, in its sole absolute discretion, to terminate funding for any reason at any time during the term of the grant agreement. This shall be in addition to the rights of termination set forth in section 11 of this Grant Agreement. Note: Annual Benchmarks in Appendix A must be achieved prior to funds being disbursed in subsequent years.

13. **Additional Requirements:** Grantee shall:
  - (a) Honor all timelines specified in the Agreement.
  - (b) Share all relevant information on project design, implementation and project outcomes with school districts or other institutions.
  - (c) Send the Foundation and Bluum copies of any publication that describes or is a result of this particular project.
  - (d) Permit the Foundation and Bluum to include information on this project in annual reports or Foundation publications.
  - (e) Consent to a review of operations under this grant by the Foundation, which may include a site visit from Foundation personnel or Foundation contracted evaluators to observe your program, discuss the program and finances with personnel, and review financial and other records and materials connected with the activities of this grant.
  - (f) Be a dues paying member of the Idaho Charter School Network, Inc.

14. **Entire Agreement:** This 6 page Agreement and any referenced attachments represent the entire agreement between the parties. No change or amendment shall be effective unless made in writing and duly executed by the parties. Any proposed changes should be addressed to the Foundation's program officer working on the grant. All references in this Agreement to "IRC" are to the Internal Revenue Code of 1986, as amended, and shall be deemed to include the corresponding provisions of any future federal tax laws and regulations that are applicable to the grant. References to the USA PATRIOT Act are to Public Law No. 107-56

The signatures of IDEA indicate acceptance by the grantee of all of the terms and conditions of this agreement for grant ID#8041 and confirm the grantee's commitment to the project objectives and expected results outlined above. The signatures of IDEA also confirm that the Grantee is (a) a tax-exempt organization under IRC Section 501(c)(3) that is not a private foundation by virtue of being described in IRC Section 509(a)(1) or (2) or (b) a governmental unit described in IRC Section 170(c)(1).



Roger Quarles, Executive Director  
J.A. and Kathryn Albertson Foundation, Inc.

4-29-15

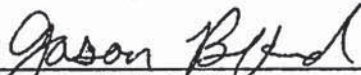
Date



Brady Panagopoulos, Chief Executive Officer  
J.A. and Kathryn Albertson Foundation, Inc.

4-29-15

Date



Jason Bransford, CEO  
Idaho Distance Education Academy (IDEA)

5-1-15

Date



Barbara A. Fennell  
Financial Officer  
Idaho Distance Education Academy (IDEA)

5-1-15

Date



Appendix: E-4 JAKAF Grant Agreement (Appendix A of Agreement Ltr)

BENCHMARKS				
	2015-16	2016-17	2017-18	2018-19
<b>Assessment</b>				
Grades K-2	Primary MAP Fall & Spring in Math & Reading	Primary MAP Fall & Spring in Math & Reading	Primary MAP Fall & Spring in Math & Reading	Primary MAP Fall & Spring in Math & Reading
Grades 3-9	ISAT for language arts & math. Grades 5 & 7 also take science ISAT	ISAT for language arts & math. Grades 5 & 7 also take science ISAT	ISAT for language arts & math. Grades 5 & 7 also take science ISAT	ISAT for language arts & math. Grades 5 & 7 also take science ISAT
Grades 4, 6, 8 (at GEM only)	MAP Fall & Spring in math & reading	TBD based on future of ISAT	TBD based on future of ISAT	TBD based on future of ISAT
Grade 10	ISAT & PSAT	ISAT & PSAT	ISAT & PSAT	ISAT & PSAT
Grade 11	ISAT & SAT/ACT	ISAT & SAT/ACT	ISAT & SAT/ACT	ISAT & SAT/ACT
<b>Academic Performance</b>				
MAP	Baseline year: Future targets to be set by 8/15/2016	TBD	TBD	TBD
ISAT	Baseline year: Future targets to be set by 8/15/2016	TBD	TBD	TBD
SAT/ACT	Top 10% all schools statewide	Top 10% all schools statewide	Top 10% all schools statewide	Top 10% all schools statewide
% of graduates completing at least one credit of college coursework	>65%	>70%	>75%	>75%
"Go On" Rate	>55%	>60%	>60%	>65%
<b>Growth</b>				
School Sites	I-DEA, Pocatello	I-DEA, Pocatello, Treasure Valley	I-DEA, Pocatello, Treasure Valley	I-DEA, Pocatello, Treasure Valley & additional site TBD
I-DEA enrollment	>650	>650	>650	>650
Gem Prep enrollment	>85	>235	>440	>1,050
<b>Financial</b>				
Audits	Clean Audit	Clean Audit	Clean Audit	Clean Audit
Debt Agreements	No Default	No Default	No Default	No Default
<b>Other</b>				
Leadership	Jason Bransford as CEO or approved successor	Jason Bransford as CEO or approved successor	Jason Bransford as CEO or approved successor	Jason Bransford as CEO or approved successor
Authorizer	In Good Standing with authorizer(s)	In Good Standing with authorizer(s)	In Good Standing with authorizer(s)	In Good Standing with authorizer(s)

**Idaho Public Charter School Commission**

**Charter Petition: Budget Assumptions**

School Name:

**Revenue**

**Explanations Related to Key Revenue Line Items (required)**

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Estimated No. of Students for Each Year:	120	156	186	232
Line Item / Account	Year 1 Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget
School Fees & Charges / Fundraising	9,918.00	12,967.50	15,372.90	19,174.80
Contributions / Donations	250,000.00	300,000.00	260,000.00	
Other Local Revenue				
Base Support	516,970.00	651,116.00	714,444.00	1,016,592.00
Exceptional Child				
Benefit Apportionment	65,946.00	83,058.00	90,585.00	111,071.00
Other State Support Total (details below)	97,918.25	112,030.25	139,818.03	162,285.78
State Facility funding (Lottery)			9,484.80	11,308.80
Charter School Facilities	40,700.00	52,260.00	62,310.00	77,720.00
Professional development	19,026.00	19,026.00	20,673.00	20,795.00
Leadership Premiums	6,674.25	6,674.25	7,786.63	9,606.88
Safe and Drug Free Schools			3,926.60	4,297.10
Technology	25,700.00	27,410.00	28,835.00	31,020.00
IT Staffing	5,000.00	5,000.00	5,000.00	5,000.00
Instructional Management System	1,318.00	1,660.00	1,802.00	2,538.00
Nutrition	39,672.00	51,870.00	61,491.60	76,699.20
				FRD
				Used Idaho Distance Education's federal fund per year. We understand Gem Prep may not have the same variables used to calculate I-DEA's federal funds but staffing and other expenses will be adjusted in correlation to actual federal funds received each year.
Title I - ESSA	39,300.00	39,300.00	46,858.00	58,446.00
				Used Idaho Distance Education's federal fund per year. We understand Gem Prep may not have the same variables used to calculate I-DEA's federal funds but staffing and other expenses will be adjusted in correlation to actual federal funds received each year.
IDEA Part B	29,746.00	29,746.00	35,446.00	44,237.00
	1,049,470.25	1,280,087.75	1,364,015.53	1,488,505.78
<b>REVENUE TOTALS</b>				

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Yr1 - 8.3, Yr2 - 9.01, Yr 3 - 12.69 Breakeven SU 6.69



## Expenses by Category & Budget

### Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	5.6	215,200.00	5.6	215,200.00	6.6	252,200.00	6.6	252,200.00	Yr. 1: .6 FTE grade K (1/2 day kindergarten), 5FTE grades 1-5, 1 FTE SpEd teacher, Yr. 2: .6 FTE grade K, 6FTE grades 1-6, 1 FTE SpEd teacher Yr. 3: .6 FTE grade K, 6FTE grades 1-6, 1 FTE SpEd teacher, grade 7-8 2FTE, 190 day contracts includes PD days, (see attached FY17 salary schedule) 100512110, 257512110,100621110, See FTE explanation in additional notes
Secondary Teachers									
Other Teachers [clarify in assumptions]									
Classroom Teacher Subtotals	5.6	215,200.00	5.6	215,200.00	6.6	252,200.00	6.6	342,200.00	Average classroom size: Grade K (1/2 day) = 24, Grades 1-3 = 24 students/class, Grades 4-6 = 30 students/class, 7-8 = 23 students/class
<b>Special Education</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	
Special Ed Teacher	1.0	45,000.00	1.0	45,000.00	1.0	45,000.00	1.0	45,000.00	Title and hours: Special Ed Teacher 190 day contract, includes 7 PD days,
SPED Director	0.2	14,200.00	0.2	14,200.00	0.2	14,200.00	0.2	14,200.00	SpEd Director 220 day contract, includes 10 PD days
Special Education Subtotals	1.2	59,200.00	1.2	59,200.00	1.2	59,200.00	1.2	59,200.00	Anticipated % Special Education Students: using a higher rate than expected of 11%
<b>Other Certified Staff</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	
Principal	1.0	74,000.00	1.0	74,000.00	1.0	74,000.00	1.0	77,000.00	Principal 220 day contract includes 10 PD days,
Academic Administrator	0.2	18,400.00	0.2	18,400.00	0.2	18,400.00	0.2	18,400.00	.2 FTE of Administrator 220 day contract No benefits
Counselor	0.2	12,000.00	0.2	12,000.00	0.2	12,000.00	0.2	12,000.00	.2 FTE of Counselor 220 day contract No benefits
Director	0.2	21,000.00	0.2	21,000.00	0.2	21,000.00	0.2	21,000.00	.2 FTE of Director 225 day contract No benefits
Other Certified Staff Subtotals	1.6	125,400.00	1.6	125,400.00	1.6	125,400.00	1.6	128,400.00	
<b>CERTIFIED STAFF TOTALS</b>	<b>8.4</b>	<b>\$399,800.00</b>	<b>8.4</b>	<b>\$399,800.00</b>	<b>9.4</b>	<b>\$436,800.00</b>	<b>11.4</b>	<b>\$529,800.00</b>	

CLASSIFIED STAFF	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	0.32	5,529.60	0.32	5,529.60	0.32	5,529.60	0.32	5,529.60	Paraprof are part time, no benefits, 180 day @\$12/hr
Paraprofessionals- Title I	2.1	36,288.00	2.10	36,288.00	2.50	43,200.00	2.84	49,075.20	Paraprof are part time, no benefits, 180 day @\$12/hr
Paraprofessionals- SPED	0.5	8,640.00	0.5	8,640.00	0.50	8,640.00	0.80	13,824.00	Paraprof are part time, no benefits, 180 day @\$12/hr
Admin / Front Office Staff	2.10	41,636.00	2.10	41,636.00	2.1	41,636.00	2.35	45,568.00	1FTE Receptionist, .5 FTE operations, .25 tech, .35 FTE Janitorial already current employees, Yr3: 1FTE receptionist, .5 FTE operations, .5 FTEtech, .35 FTE Janitorial,
Business Manager	0.20	14,600.00	0.20	14,600.00	0.2	14,600.00	0.20	14,600.00	.2 FTE Business Manager no benefits
Operations Administrator	0.2	14,600.00	0.2	14,600.00	0.2	14,600.00	0.20	14,600.00	.2 FTE Operations Administrator no benefits
<b>CLASSIFIED STAFF TOTALS</b>	<b>5.42</b>	<b>\$121,293.60</b>	<b>5.42</b>	<b>\$121,293.60</b>	<b>5.82</b>	<b>\$128,205.60</b>	<b>6.71</b>	<b>\$143,196.80</b>	

BENEFITS	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI & PERSI SL	12.48%	46,904.33	12.48%	46,904.33	12.48%	59,708.81		71,805.93	Yr. 1 = 9.70 FTE (\$375836) qualify for full benefits
Workers comp	0.58%	30,223.43	0.58%	30,223.43	0.58%	32,770.32		39,033.81	
FICA/medicare	7.65%	39,863.66	7.65%	39,863.66	7.65%	43,222.93		51,484.26	
Group insurance	500/FTE	53,350.00	500/FTE	53,350.00	55,500/FTE	63,250.00		75,625.00	Yr. 1 = 9.10 FTE (\$37836) qualify for full benefits
Paid time off [clarify in assumptions]									
<b>BENEFIT TOTALS</b>		<b>\$170,341.42</b>		<b>\$170,341.42</b>		<b>\$198,952.07</b>		<b>\$237,949.00</b>	

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>		<b>\$521,093.60</b>		<b>\$521,093.60</b>		<b>\$565,005.60</b>		<b>\$672,996.80</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>		<b>\$691,435.02</b>		<b>\$691,435.02</b>		<b>\$763,957.67</b>		<b>\$910,945.80</b>	

**Additional Notes or Details regarding Staffing Expenditures:** As stated in the charter petition, a cornerstone of the Gem Prep: Pocatello secondary school model is the sharing of teachers across all Gem Prep schools. Core subjects will be taught synchronously across the state with some students in person with the teachers while others access the lesson via telecast with a paraprofessional providing supervision. In addition to ensuring students across the state have access to highly qualified teachers in each subject area, this model ensure financial sustainability by enabling teacher staffing to be spread across three smaller schools. The Gem model requires a minimum of 2 secondary teachers at each Gem. School

**Educational Program (required)**  
 [Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1		Year 2		Year 3		Assumptions / Details / Sources
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Professional Development	18,782.00	18,782.00		20,673.00		20,795.00		PD each year, common core, blended, personalized learning and general Acct. 100621300,
Special Services Contract Services	21,880.00	25,444.00		28,414.00		32,968.00		Assumptions: Nurse, Health and Counselor services \$10,000/yr. 100512300 Assumed a high rate of 11% SpEd students average \$900/student/yr. Types of anticipated SPED Contractors: Evaluations, Speech & OT, Acct#257512300
Other Contract Services [clarify in assumptions]	5,400.00	5,400.00		5,700.00		6,000.00		Phone service, copier maintenance, testing, finger printing, postage based on current GPP expenses Acct.#100512300
<b>Overall Educ Pgm &amp; Special Pgms Subtotals</b>	<b>46,062.00</b>	<b>49,626.00</b>		<b>54,787.00</b>		<b>59,763.00</b>		

**Educational Program (required)**

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Professional Development	18,782.00	18,782.00	20,673.00	20,795.00	PD each year, common core, blended, personalized learning and general Acct. 100621300,
Special Services Contract Services	21,880.00	25,444.00	28,414.00	32,968.00	Assumptions: Nurse, Health and Counselor services \$10,000/yr. 100512300 Assumed a high rate of 1.1% SpEd students average \$900/student/yr. Types of anticipated SPED Contractors: Evaluations, Speech & OT, Acct#257512300
Other Contract Services [clarify in assumptions]	5,400.00	5,400.00	5,700.00	6,000.00	Phone service, copier maintenance, testing, finger printing, postage based on current GPP expenses Acct.#100512300
<b>Overall Educ Pgm &amp; Special Pgms Subtotals</b>	46,062.00	49,626.00	54,787.00	59,763.00	
<b>Elementary Program</b>	<b>Break-Even Budget</b>	<b>YR1 Projected Budget</b>	<b>YR 2 Projected Budget</b>	<b>YR 3 Projected</b>	<b>Assumptions / Details / Sources</b>
Elementary Supplies Total (details below)	41,556.00	54,756.00	64,682.00	63,120.00	Assumption:K-6 Consumable \$100/student each year , Non-consumable \$100/One-time for each new student/yr. Non-consumables for grades K-4 were purchased in previous years in the I-DEA program. Based on Gurrent GPP expenses
Curriculum / text books	14,000.00	18,600.00	21,600.00	18,600.00	
Software and Content Licenses	24,000.00	31,200.00	37,200.00	37,200.00	Due to the blended learning model, Gem Prep will have a higher than normal cost for student software & content licenses. Assumption: \$200/student every year. 100512400 Based on current GPP expenses
Other supplies [clarify in assumptions]	3,556.00	4,956.00	5,882.00	7,320.00	Other classroom supplies \$25/student, teacher supplies \$160/FTE Acct. 100512400, 251512400, 100521400 Based on current GPP expenses.
Elementary Contract Services [clarify in assumption]					
<b>Elementary Pgm Subtotals</b>	41,556.00	54,756.00	64,682.00	63,120.00	

Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected	\$400/One-time for each new student/yr
Secondary Supplies Total (details below)				29,070.00	
Curriculum / text books				18,400.00	7-8 Non-Consumable one-time & annual consumables \$400/student each year. Based on I-DEA's costs
Software and Content Licenses				9,200.00	Due to the blended learning model, Gem Prep will have a higher than normal cost for student software & content licenses. Assumption: \$200/student every year. 100512400 Based on current GPP expenses
Other supplies [clarify in assumptions]				1,470.00	Other classroom supplies \$25/student, teacher supplies \$160/FTE Acct. 100512400, 251512400, 100521400 Based on current GPP expenses
Secondary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Secondary Pgm Subtotals				29,070.00	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$87,618.00</b>	<b>\$104,382.00</b>	<b>\$119,469.00</b>	<b>\$151,953.00</b>	

Additional Notes or Details regarding Educational Program Expenditures:

**Technology (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	6,200.00	6,200.00	6,200.00	6,200.00	Based on current GPP expenses. Acct 100623300 After e-Rate
Internet	6,200.00	6,200.00	6,200.00	6,200.00	
Other Contract Services [clarify in assumptions]	3,600.00	3,600.00	3,600.00	3,600.00	PowerSchool, Canvas, Zoom. based on current contracts.
Technology fees & licenses	3,600.00	3,600.00	3,600.00	3,600.00	
<b>TECHNOLOGY TOTALS</b>	<b>\$9,800.00</b>	<b>9,800.00</b>	<b>\$9,800.00</b>	<b>\$9,800.00</b>	

Additional Notes or Details regarding Technology Expenditures:

**Non-Facilities Capital Outlay (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)	3,666.00	5,500.00	5,500.00	7,500.00	
Furniture [clarify types in assumptions]	3,666.00	5,500.00	5,500.00	7,500.00	Based on current GPP quotes for adding a class of 30 students. K-4 furniture included in I-DEA lease
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay Total (details below)	4,200.00	5,700.00	5,700.00	32,300.00	
Computers for student use	3,000.00	4,500.00	4,500.00	29,900.00	Due to the blended learning model Gem Prep will provide 1:2 students technology device for K-6 students such as a chrome book. Assumption: \$150/new student. 1:1 for 7-8 students @ \$650/student. 100512500, 100515500, 245512500
Computers for staff use	1,200.00	1,200.00	1,200.00	2,400.00	Assumption: \$1,200/new staff FTE Acct 100512500, 100515500
Other Technology [clarify in assumptions]					
Other Capital Outlay [clarify in assumptions]					
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$7,866.00</b>	<b>\$11,200.00</b>	<b>\$11,200.00</b>	<b>\$39,800.00</b>	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

**Board of Directors (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Authorization Fee	10,000.00	10,000.00	10,000.00	10,000.00	Account # 100631300 per Kirsten Pochop
Legal	5,000.00	5,000.00	5,000.00	5,000.00	Account # 100631300
Audit	6,000.00	6,000.00	6,000.00	6,000.00	Account # 100631300 per I-DEA's current auditor
Insurance	15,000.00	15,000.00	15,000.00	15,000.00	Account # 100631700 E&O, ISBA/ICRMP Gen liability, E&O, Ed liability
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$36,000.00</b>	<b>\$36,000.00</b>	<b>\$36,000.00</b>	<b>\$36,000.00</b>	

Additional Notes or Details regarding Board of Directors Expenditures:



**Facilities Details (required if not provided in Facilities Template)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Mortgage or Lease payments (specify in assumption)	130,000.00	130,000.00	137,508.00	152,525.00	<p><b>Year 1:</b> Pocatello SDA church lease \$42,000/yr., 2.5 I-DEA modulars including furniture and equipment \$88,000/yr. (same per sq.ft. rate as church bldg + furnishings.). <b>Year 2:</b> Pocatello SDA church lease \$42,000/yr., 3 I-DEA modulars including furniture and equipment \$95,508/yr. (same per sq.ft. rate as church bldg + furnishings.). <b>Yr. 3:</b> Pocatello SDA church lease \$42,000/yr., 4 I-DEA modulars including furniture and equipment \$110,525/yr. (same per sq.ft. rate as church bldg + furnishings.).</p> <p>Based on current GPP expenses.</p> <p>Based on current GPP expenses</p> <p>Lawn care based on current GPP expenses <b>Breakeven:</b> reduce number of lawn care days</p>
Repairs and Maintenance	5,000.00	5,000.00	9,484.80	11,308.80	
Utilities Total (details below)	9,300.00	9,300.00	9,856.00	11,040.00	
Gas & Electric	6,300.00	6,300.00	6,856.00	8,040.00	
Grounds	3,000.00	3,000.00	3,000.00	3,000.00	
Other (specify in assumptions)					
<b>FACILITIES TOTALS</b>	<b>\$144,300.00</b>	<b>\$144,300.00</b>	<b>\$156,848.80</b>	<b>\$174,873.80</b>	

**Additional Notes or Details regarding Facilities Expenditures:**

**Transportation/Nutrition (optional)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services (specify in assumption)	8,640.00	11,232.00	13,392.00	16,705.00	<p>City of Pocatello bus passes @\$96/student/yr 75% enrollment participation in transportation</p> <p>Assume 58% of enrollment will participate, cost = \$75/student/month for 9.5 months, Acct.#290710300 based on current student lunches</p>
Nutrition	49,590.00	64,837.50	76,864.50	95,874.00	
<b>TRANSPORTATION TOTALS</b>	<b>\$58,230.00</b>	<b>\$76,069.50</b>	<b>\$90,256.50</b>	<b>\$112,579.00</b>	

**Additional Notes or Details regarding Transportation Expenditures:**

**Other Expenses (optional)**

[Please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Administration Services					New structure described in petition no longer will contract with I-DEA. Administrators will be GPP employees
<b>OTHER TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

**Narrative: Break-Even & Operational Budgets**

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

Gem Prep: Pocatello will continue to receive support from the J.A. & Kathryn Albertson Foundation grant through 2020 which supports the growth of the school until 2022 when the school becomes sustainable on state funding. Gem has calculated a financial projection based on the same assumptions as in the first three years provided above. The projection assumes no increase in state funding and no additional philanthropic support. Expenses have been carefully analyzed and set conservatively, including budgeting for such things as computer replacement. GPP is sustainable in 2022 supported with only state funding. If actual enrollment is less than projected, the Board of Directors may take action including but not limited to: Aggressive marketing strategies to increase enrollment, increase fundraising efforts, decrease operational expenses and adjust staffing levels.

**Narrative: 1st Year Cash Flow**

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

N/A per 5-16-2016 phone conversation with Jennifer Barbeau

**List of Attachments**

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

Attachment Title	Location (Appendix _)	Description

**Financial Summary**

Revenues	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising	9,918.00	12,967.50	15,372.90	19,174.80	
Contributions / Donations	250,000.00	300,000.00	260,000.00	-	
Other Local Revenue	-	-	-	-	
Base Support	516,970.00	651,116.00	714,444.00	1,016,592.00	
Exceptional Child	-	-	-	-	
Benefit Apportionment	65,946.00	83,058.00	90,585.00	111,071.00	
Other State Support Total (details below)	97,918.25	112,030.25	139,818.03	162,285.78	
State Facility funding	-	-	9,484.80	11,308.80	
Professional development	19,026.00	19,026.00	20,673.00	20,795.00	
<b>REVENUE TOTALS</b>	<b>1,049,470.25</b>	<b>1,280,087.75</b>	<b>1,364,015.53</b>	<b>1,488,505.78</b>	

Expenses	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Staff and Benefit Totals	\$691,435.02	\$691,435.02	\$763,957.67	\$910,945.80	
Educational Program Totals	\$87,618.00	\$104,382.00	\$119,469.00	\$151,953.00	
Technology Totals	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	
Capital Outlay Totals	\$7,866.00	\$11,200.00	\$11,200.00	\$39,800.00	
Board of Directors Totals	\$36,000.00	\$36,000.00	\$36,000.00	\$36,000.00	
Facilities Totals	\$144,300.00	\$144,300.00	\$156,848.80	\$174,873.80	
Transportation/Nutrition Totals	\$58,230.00	\$76,069.50	\$90,256.50	\$112,579.00	
Other	\$0.00	\$0.00	\$0.00	\$0.00	
<b>EXPENSE TOTALS</b>	<b>\$1,035,249.02</b>	<b>\$1,073,186.52</b>	<b>\$1,187,531.97</b>	<b>\$1,435,951.60</b>	

<b>Operating Income (Loss)</b>	14,221.23	206,901.23	176,483.56	52,554.18	
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Gem Schools  
Instructional Staff 2016-2017 Salary Schedule

Year	MA		MA + 12		MA + 24		MA + 36
	BA	Ba + 12	BA + 24	BA + 36	BA + 48	BA + 60	ES/Dr.
0	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$45,000	\$49,000
1	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$45,000	\$49,000
2	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
3	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
4	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
5	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
6	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
7	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
8	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
9	\$37,000	\$37,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
10	\$37,000	\$45,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
11	\$37,000	\$45,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
12	\$37,000	\$45,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000
13	\$37,000	\$45,000	\$45,000	\$45,000	\$45,000	\$49,000	\$52,000

Appendix: G – Pre-Opening / Start-Up Budget

This information is not applicable,  
per phone conversation with  
Jennifer Barbeau dated 05/16/2016



Appendix: H-1 – Three Year Operating Budget

This information is included in Appendix: F

# Shifting Sands

## Idaho's Changing Student Demographics and What it Means for Education

**Technical Report**

**August 2014**

A report prepared by ECONorthwest for the J.A. and Kathryn Albertson Foundation and the Idaho Charter School Network.

J.A. AND KATHRYN  
**ALBERTSON**  
FOUNDATION



## Contact Information

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Matthew Kitchen prepared this report. ECONorthwest is solely responsible for its content.

ECONorthwest specializes in economics, planning, and finance. Established in 1974, ECONorthwest has over three decades of experience helping clients make sound decisions based on rigorous economic, planning and financial analysis.

ECONorthwest gratefully acknowledges the substantial assistance provided by staff at the Idaho State Department of Education.

For more information about ECONorthwest, visit our website at [www.econw.com](http://www.econw.com).

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## Disclaimer

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ECONorthwest completed this project under contract to J.A. and Kathryn Albertson Foundation and the Idaho Charter School Network. The purpose in commissioning this study was to better understand future opportunities for charter schools to meet the educational needs of kids throughout the state of Idaho.

The Foundation and the Network asked ECONorthwest to develop a near-term projection of the school-age population across Idaho and assemble information about existing school enrollment, student performance, and other information relevant to a market study.

Throughout the report we have identified our sources of information and assumptions used in the analysis. Within the limitations imposed by uncertainty and the project budget, ECONorthwest has made every effort to check the reasonableness of the data and assumptions. ECONorthwest acknowledges that any projection of the future is uncertain. The fact that we evaluate assumptions as reasonable does not guarantee that those assumptions will prevail. We have also described our analytic techniques and their limitations.

The contents of this document do not necessarily reflect views or policies of the J.A. and Kathryn Albertson Foundation or the Idaho Charter School Network.

We gratefully acknowledge the assistance of the many individuals who provided us with information and insight, but emphasize that we, alone, are responsible for the report's contents. We have prepared this report based on our general knowledge of market research and information derived from government agencies, private statistical services, the reports of others, interviews of individuals, or other sources believed to be reliable. ECONorthwest has not verified the accuracy of such information, however, and makes no representation regarding its accuracy or completeness. Any statements nonfactual in nature constitute the authors' current opinions, which may change as more information becomes available.

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# 1 Summary of Findings

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Since Idaho's first charters opened in 1998, over 50 of these schools have operated across the state (some have since closed). In recent years fewer new schools have been authorized to open, but the total population of charter school students has increased significantly and close to seven percent of the state's 289,000 K-12 students now attend a charter school. At the same time the Idaho State Department of Education (ISDE) reports many students on wait lists for charter schools. This begs the question of: where should charter schools open in coming years to best help meet the needs of Idaho's changing student demographics?

In Idaho, as in other states, charter schools operate under a charter agreement with an authorizing agency and are exempt from some of the state laws governing public education. The intent behind charter agreements is that charter schools will be given more autonomy with respect to matters of school operations including budget, staffing, and curriculum. In return charters are held accountable for meeting performance objectives that are set out in the charter agreement. Failing to meet performance standards set out in the school charter can, depending on specific terms of the contract, and state law governing charter school operations, lead to sanctions and ultimately the closing of a school.

Based on the intent language included in the state statute, it is clear that the goal for the establishment of Idaho charter schools is to provide new choices in school services for students, parents and school professionals. Idaho's charter school program is now well into its adolescence, and the Idaho Charter School Network is interested in understanding the dynamic environment in which these schools operate. It is critical for the charter sector to be strategic in the pursuit of new schools and expansion opportunities.

Meanwhile, other changes are afoot. To better understand changing demographics and what they might mean for education in the Gem State our two organizations teamed up, with grant

Charter school authorizing legislation included a statement of intent. {Idaho Code § 33-5202}

*It is the intent of the legislature to provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools which operate independently from the existing traditional school district structure but within the existing public school system as a method to accomplish any of the following:*

- (1) Improve student learning;*
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;*
- (3) Include the use of different and innovative teaching methods;*
- (4) Utilize virtual distance learning and on-line learning;*
- (5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;*
- (6) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;*
- (7) Hold the schools established under this chapter accountable for meeting measurable student educational standards.*



support from the J.A. and Kathryn Albertson Foundation, to organize and lead an investigation of the state's changing student demographics. Specifically, we wanted to see what population and household projections for the period 2014-19 would show and what this would mean for charter schools and Idaho's school districts. The primary finding from this study is that the state's student population will undergo significant changes in coming years. Population and household projections indicate that the future school-age population will be increasingly urban, more racially diverse and from lower income households. These trends will present challenges for many districts. Many rural districts will continue to lose students while more urban districts will struggle to meet growing enrollments. And Idaho's schools will need to adapt to the changing needs of their student populations. Considerable additional details with respect to population and household change are included in the main body of this document and a technical background report.

Some high-level findings from the population and household projections for the period 2014-2019 follow:

- Idaho's school-age population has been getting increasingly diverse in terms of racial composition. This trend is expected to continue.
- The Hispanic school-age demographic is expected to be the fastest growing group.
- School-age population is expected to see a net increase in the 15-17 age group, but declines in both the 5-9 and 10-14 age groups.
- Change varies greatly across the state. Census tracts that are projected to have a decline in student-age population are mostly in non-urban areas, while census tracts that are projected to have a total increase in school-age population are in a select few urban areas.
- There will be an addition of approximately 23,500 new households.
- The state is expected to see net growth in lower income households and net declines in households with incomes above \$50,000.
- Much of the state is projected to see an increase in the share of households with an income of less than \$25,000. The exceptions are in a handful of urban areas where there are projected to be declines in the share of households with incomes of less than \$25,000.

In order to gain insights into how charter schools in Idaho can continue to add value and better serve the state's families we examined a wide variety of other data sources on district and charter school enrollments, attendance, performance, staffing, and funding. Key findings include:

- Charter schools account for a steadily growing number of the state's K-12 students.
- Charter Schools serve a less diverse population of students than district run schools, but these numbers are narrowing.
- Idaho's student population growth is slowing, with many rural districts seeing a decline in student numbers.

- Some districts struggle with disproportionately low attendance rates.
- There are schools scattered across the state that struggle to educate students to reading and math standards. The problem is especially acute for 8<sup>th</sup> grade math, a key gateway to college and career readiness standards.
- In the aggregate, statewide reading and math scores are similar for charter and district students. But there is more variation within the charter sector – with some high-flyers and low-performers.
- As with the US as a whole, Idaho’s teachers and administrators are getting older.
- State funding rules protect low enrollment districts, placing many charter schools at a disadvantage, especially those that are adding students.
- Per pupil expenditures for districts and charter schools with larger enrollments is less than that for smaller schools and districts.
- Increased reliance upon supplemental levies to fund district operations coincides with changes in state funding for education. Charter schools do not have this option.
- Not all parts of the state have equal capacity for local funding, the value of property on a per student basis varies widely from district to district.
- The variation in district expenditures per student is now more closely tied to the value of property within the district, and less tied to state funding allocations.
- The share of expenditures on maintenance and operations that comes from state funds is 80 percent for district-operated schools and 94 percent for charter schools.

For Idaho’s charter schools to best meet the needs of the state’s changing demographics and education landscape, the sector needs to grow in ways that are strategic and targeted to the state’s high demand markets and to its neediest students. For this to happen charter school providers, authorizers and state policymakers should consider the following:

1. **Growing the Urban Market.** Idaho’s urban areas are adding students fast. School districts in these areas can’t add new buildings quickly enough. These are the areas where some of the state’s current high-performing schools operate. These schools should be encouraged to expand their market share through strategies like incubation and the development of charter school management organizations.
2. **Tackling the Rural Challenge.** Significant parts of Idaho will see a continued decline in student enrollment. This may necessitate the consolidation of school programs, or developing alternative means of serving a spatially distributed student base. Charter school programs should work with rural districts and other education providers to help meet these needs. Charter schools could also serve rural educational needs through high quality, effectively designed and administered online programs. There may be a role for charter management organizations (with strong involvement from community partners) in terms of serving a multi-district regional market. Rural districts may face challenges associated with adequate staffing and provision of services for special needs populations. The kind of cooperative agreements and use of remote service delivery models that are sometimes

used by charter school programs could offer alternatives to traditional methods of serving kids with demands beyond the core school services. Sharing resources and talent, as opposed to consolidating districts, may prove a better strategy for delivering efficiency while preserving local community involvement in its schools.

3. **Responding to the Dynamics of Growth.** The changing age distribution of Idaho students will increase the near-term demands placed upon some secondary school programs only to be followed by enrollment declines in later years. Volatility in the student enrollment can present significant challenges for districts in terms of staffing and budgeting for individual school programs. It is not uncommon for charter school programs to incorporate multi-age classrooms and curricula or other strategies that respond to an age skewed population of students. The flexibility available to charter schools, in terms of curriculum, staffing, use of technology and budget development, might be put to use to design programs that respond to this volatility in the student population.
4. **Serving a More Diverse Student Body.** Charter schools in Idaho are serving a more diverse student population now than it did 5-10 years ago. But the charter sector needs to do more. The charter school student population is still less diverse in terms of race, income and special needs than the statewide population of public school students as a whole. These are the fastest growing demographic of Idaho's K-12 students, and for charters to grow and add value they need to serve more of these students. Supports that might help make this happen include: creating a school information clearinghouse to provide all parents – not just those with the time and resources to explore choice options on their own – with easy to understand and bilingual information about schools and their programs. Charter school models with experience working with high-need students should be recruited to Idaho, and their growth and expansion supported. State funding for charters needs to be increased, or at least harmonized so that schools that grow and add students don't see per pupil funding decline.
5. **Focusing on Attendance.** Students who attend class do better than those who don't. Unfortunately, there are parts of the state plagued by chronic low attendance rates. Charter school programs with a record of effectively targeting absenteeism in high poverty communities should be encouraged to target these areas as a way to address problems of low student achievement. As the student population in Idaho continues to change over time these kinds of schools and programs may have an increasing role in the future of Idaho's education system. Programs that charter schools have used to target absenteeism include extending the school year to better accommodate lower attendance during certain parts of the year, and having staff that repeatedly contact parents of students that are missing school to ensure better attendance.
6. **Pushing Innovation.** Charter schools have slightly more flexibility when it comes to hiring teachers and how teachers are deployed. But, more should be done. In order to allow maximum flexibility for charter schools, the legislature should consider allowing charter

schools to avoid using certified teachers, especially when it comes to hard-to-staff subjects like advanced mathematics or career-tech fields like welding. Charters should also be encouraged and freed up to create “an elite corps of remote teachers.” These educators could work on-line with not only charter school students but also students in the state’s remotest school districts.

7. **Making School Funding Work.** Many of the service delivery challenges that will be faced in coming years by charter schools and school districts alike could be better addressed with state funding formulae that fund students and student needs rather than the current approach of funding staffing levels and staff experience.

## 2 Purpose and Approach

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ECONorthwest completed this project under contract to J.A. and Kathryn Albertson Foundation and under guidance of the Idaho Charter School Network. The purpose of this study is to better understand future opportunities for charter schools to meet the changing educational needs of students throughout the Gem State. While the report is intended to support strategic planning for the future growth of Idaho's charter sector, much of the information contained herein is relevant to broader purposes. In particular, information about the expected changes in school-age populations will be of interest to all those educators, policy makers and legislators working to provide quality schooling for Idaho's children.

The Foundation and the Network asked ECONorthwest to provide a near-term projection of the school-age population across Idaho and assemble information about existing school enrollment, student performance, and other information relevant to new school growth and expansion.

This report examines a range of conditions in Idaho that are relevant to the formation and expansion of high-quality charter school. It is not an exhaustive study of charter school characteristics or performance, but rather is a focused effort to understand those factors that meaningfully influence the supply and demand for education services. Questions tackled here include:

- What are the general growth trends for the population of school-age children across Idaho?
- Where is growth in school-age population likely to be located over the next 5 years?
- Where are traditional district schools least likely to be on a path toward improvement?
- Where is the human capital available to support the development of new charter schools?
- What is the funding environment in which charter schools must operate?

Data availability is always a constraining factor in market studies. For this effort we did not engage in any primary data collection but rather relied upon available secondary sources. Much of the data on Idaho schools, students and staff is available from the Idaho State Department of Education. Other information was sourced from the National Center for Education Statistics and the Census Bureau. For projections of population and components of population changes we employed a well-established approach that makes use of projection data through 2019 made available through the Nielson Company. These projections are the most important aspect of the market study and as such we the report them up front in the report.

Throughout we have identified our sources of information and assumptions used in the analysis. Within the limitations imposed by uncertainty and the project budget, ECONorthwest has made every effort to check the reasonableness of the data and assumptions.



ECONorthwest acknowledges that any projection of the future is uncertain. The fact that we evaluate assumptions as reasonable does not guarantee that those assumptions will prevail.

Throughout the report we summarize information for 6 regions of the state. These regions are the same as the regions used by the Idaho State Department of Education to report on a variety of public school information. These regions correspond to key metropolitan markets in Idaho and are a useful spatial organizational framework. These regions are as follows:

Region 1: Coeur d'Alene

Region 2: Moscow/Lewiston

Region 3: Boise/Meridian

Region 4: Twin Falls

Region 5: Pocatello

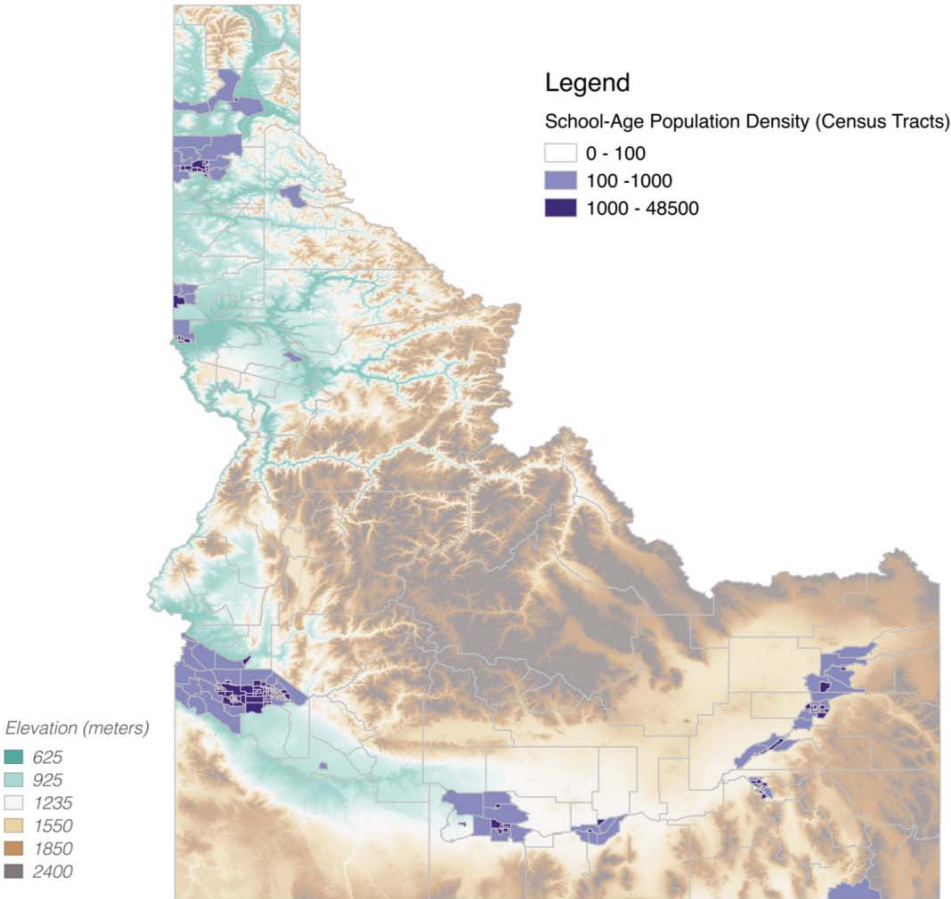
Region 6: Idaho Falls

# 3 Population and Household Projections

## 3.1 Introduction

The starting point for understanding the market for new or expanded charter schools in Idaho is the total population of school age children, as well as this population’s characteristics. This section of the market study presents recent trends and near-term projections for the Idaho school-age population and for households by various household income categories. The analysis examines the population in terms of age groups as well as race and also examines the composition of households in terms of household income at some detail. The analysis starts at the state level but delves further into regional markets. Currently, population in general is concentrated in a few urban areas. This is true of the school-age population as well (Figure 3.1). In the near term Idaho will see an increasingly urban population of school-age children.

Figure 3.1 Idaho School-Age Population Density in 2010



Source: ECONorthwest, U.S. Census Bureau, USGS/NASA

ECONorthwest has made use of population and household projections that are developed at the census tract geography and aggregated this information as needed. The census tract geography is a suitable geographic scale of analysis that balances the need for some spatial details with the desire to maintain credible methods for developing demographic projections through 2019. Specific methods employed in the Nielson demographic projections are summarized below.

## 3.2 Summary of Demographic Projections

High-level findings from the population and household projections are summarized below. The rest of this section of the market study provides considerable additional details with respect of components of population and household change and the spatial pattern of that change.

- The Idaho school-age population has of recent years been getting increasingly diverse in terms of racial composition, and this trend is expected to continue in the near future.
- The Hispanic school-age population across all races is also expected to grow by 2019, with the largest growth of any demographic group.
- Aging of the school-age population between 2014-2019 is expected statewide, with a net increase in the 15-17 age group, and net declines in the other age groups.
- Not all parts of the state are changing in the same manner. Census tracts that are projected to have a decline in student-age population are mostly in non-urban areas, while census tracts that are projected to have a total increase in school-age population are in a select few urban areas..
- Statewide household growth between 2014-2019 is projected to be approximately a 23,500 increase.
- The state is expected to see net growth in lower income households and net declines in households with incomes above \$50,000.
- Much of the state is projected to see an increase in the share of households with an income of less than \$25,000. The exceptions are largely in select urbanized areas where there are projected to be declines in the share of households with incomes of less than \$25,000.

## 3.3 Population and Household Projection Methods

The Nielson projection methods start with estimates of "base counts," such as total population, household population, group quarters population, households, family households, and housing units. Characteristics related to these base counts are then estimated. Population characteristics include age, sex, race, and Hispanic ethnicity; households are estimated by age of householder and income; family households are estimated by income; and owner-occupied housing units are estimated by value. Methods are described in detail on the Nielson webpage

[http://www.claritas.com/collateral/sitereports/Nielsen\\_Demographic\\_Update\\_2014.1\\_Methodology.pdf](http://www.claritas.com/collateral/sitereports/Nielsen_Demographic_Update_2014.1_Methodology.pdf)

The updates are prepared first for large geographic areas, then for progressively smaller areas, with adjustments ensuring consistency from one level to the next. Post-census sources of tract level data are relatively scarce, so demographic data suppliers are on their own to identify, acquire and incorporate small area data for input to estimates. The Nielson method involves the acquisition and review of data from a variety of sources. The objective is to identify sources reflecting the extent of population and household change since the 2010 census (including the Census Bureau's most recent post-2010 estimates), and to adapt standard demographic estimation methods for use with these sources.

Population by age/sex composition is estimated and projected using modified cohort survival methods. Cohort survival is a major factor in changing age structures, and is driven by the reality that, for example, persons age 35 in 2010 who survive another five years, will be age 40 in 2015. Accordingly, a population with a large proportion of 35 year olds in 2010 can expect to have large proportions of 40 year olds in 2015. It is this process that has swelled the U.S. age structure at progressively older age categories as the baby boom generation (or birth cohort) has aged. As part of each round of cohort survival an estimate of births is required to fill the vacated 0-4 category. Births are estimated using the child/woman ratio—defined as the population age 0-4 divided by females age 15-44 (childbearing age).

The Nielson cohort survival method is executed first at county level, then for tracts, and finally block groups, with each set of estimates controlled to the results at the next higher geographic level. To enhance consistency with Census Bureau age/sex estimates, the county estimates begin with the Census Bureau's most recent county age/sex estimates. Tract and block group estimates begin with Census 2010 age/sex estimates.

All Nielson income estimates are expressed in current year dollars using the "money income" definition reported in the 2010 census. The estimates and projections reflect household income, which includes the income earned by all persons living in a housing unit (i.e., all household members). The method starts by establishing ACS distributions from which the income estimates are built. Once the ACS distributions are established, rates of change in median household income are estimated for each area.

At both the county and block group levels, the estimated rates of income change are used to advance, or shift, the ACS distributions of households by income forward to current year. This procedure involves the estimation of the number of households advancing from one income category to another—based on the area's estimated rate of income change.

## 3.4 Statewide

### 3.4.1 School-Age Population

The state of Idaho is comprised of 44 counties, 115 unified school districts, and 298 census tracts. The estimated 2014 state population is just over 1,613,000 and there are approximately 598,500 households. By 2019 the population is projected to increase by 60,000 to nearly 1,673,000, comprising close to 622,000 households. Total statewide student-age population has increased by nearly 40,000 since 2000, but is projected to increase by only about 1,500 students over the next 5 years. Modest growth expectations for student-age population mask demographic “churn” as well as the regional market dynamics; which are discussed later in this section.

The Idaho school-age population has of recent years been getting increasingly diverse in terms of racial composition, and this trend is expected to continue in the near future. The white school-age population is projected to decline between 2014-2019 while the school-age population for all other races will grow over the same timeframe. The Hispanic school-age population across all races is also expected to grow by 2019, with the largest growth of any demographic group. These trends are evident in the data summarized in Table 3.1 below.

**Table 3.1 Idaho School-Age Population 2000-2019**

<b>School Age Population (ages 5-17)</b>	<b>2000</b>	<b>2010</b>	<b>Estimate 2014</b>	<b>Projection 2019</b>
White	239,746	261,496	259,083	253,071
Black/African American	1,196	2,677	3,713	5,078
American Indian/Native Alaskan	4,446	4,844	5,059	5,370
Asian	2,009	3,402	3,769	4,315
Native Hawaiian/Pacific Islander	298	513	563	615
Some Other Race	15,556	21,350	23,371	25,851
Two or More Races	8,178	13,018	15,165	17,982
<b>All Races</b>	<b>271,429</b>	<b>307,300</b>	<b>310,723</b>	<b>312,282</b>
Hispanic/Latino (all races)	29,455	50,210	55,683	62,740

Source: Nielson and ECONorthwest

Within the population of school-age children there are different growth dynamics associated with each age category. Aging of the school-age population between 2014-2019 is expected statewide, with a net increase in the 15-17 age group, and net declines in the other age groups. The changes in the racial composition of the school-age population are most pronounced in the youngest age groups as recent and continuing household demographic changes make their way through an aging population base and as children in newer households enter the school-age population. Table 3.2 below displays projected changes in population between 2014-2019 by age group by race.



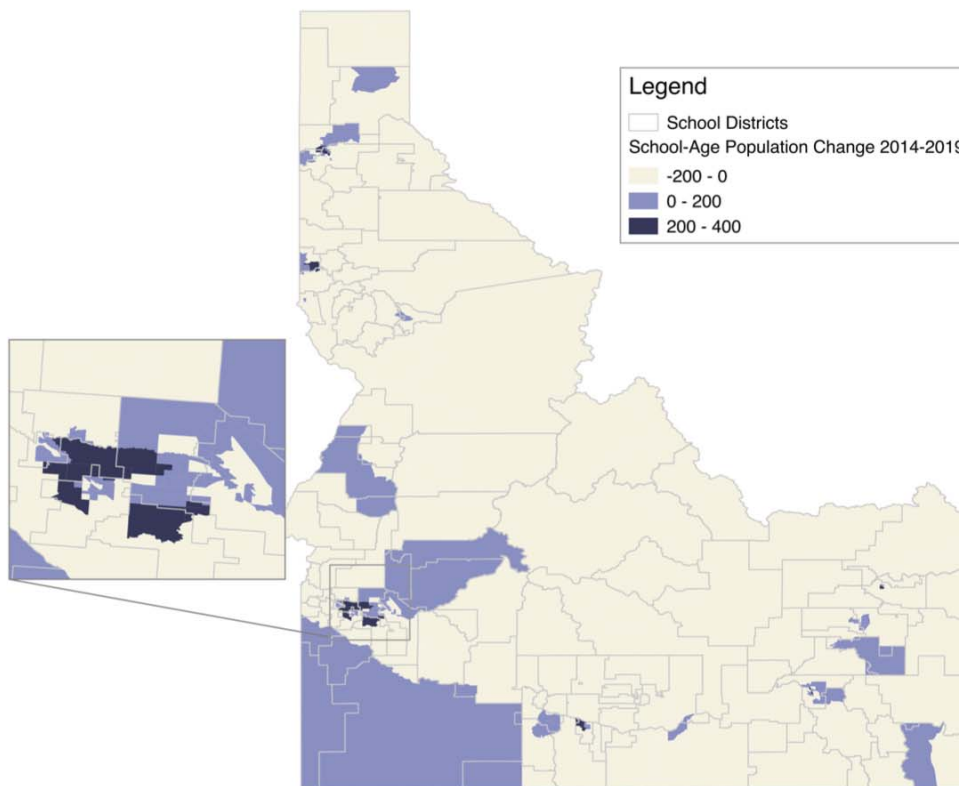
**Table 3.2 Idaho School-Age Population Change 2014-2019 by Age Group**

School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-3,208	-3,896	1,092	-6,012
Black/African American	450	624	291	1,365
American Indian/Native Alaskan	91	110	110	311
Asian	163	187	196	546
Native Hawaiian/Pacific Islander	23	19	10	52
Some Other Race	707	946	827	2,480
Two or More Races	1,020	1,032	765	2,817
<b>All Races</b>	<b>-754</b>	<b>-978</b>	<b>3,291</b>	<b>1,559</b>
Hispanic/Latino (all races)	2,285	2,658	2,114	7,057

Source: Nielson and ECONorthwest

The net change in state school-age population, however, does not tell the entire story. The population changes are more dynamic than they seem in aggregate. Figure 3.2 is a map depicting Region 1 changes in total school-age population by census tract.

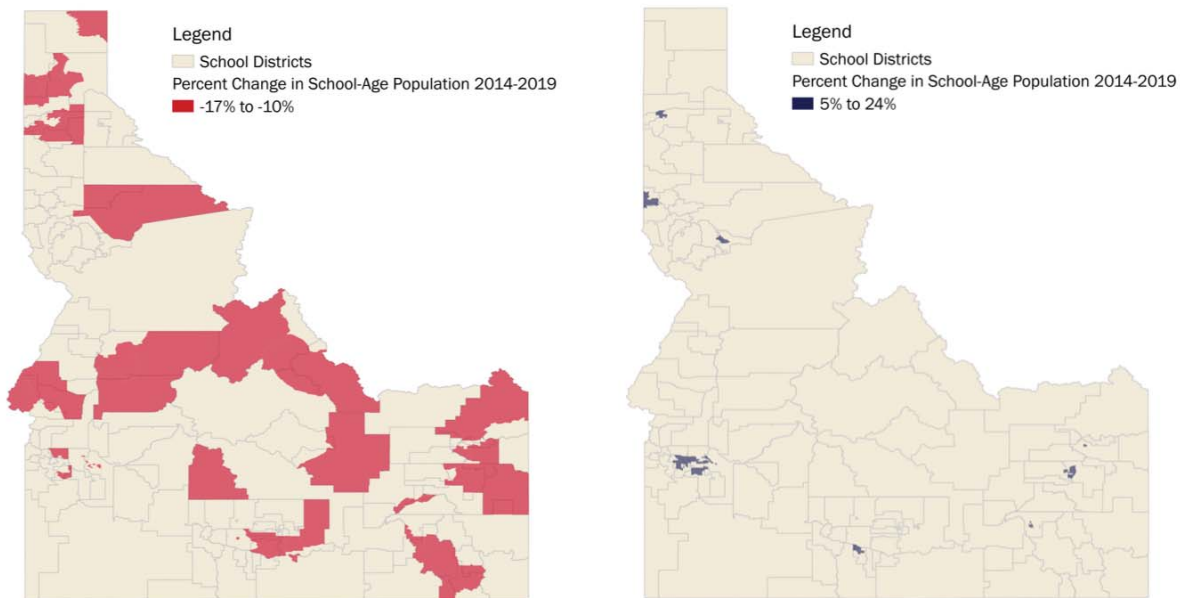
**Figure 3.2 State-wide Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

Census tracts that are projected to have a decline in student-age population actually see a total decline of over 10,500 school-age individuals, while census tracts that are projected to have a total increase in school-age population see an increase of over 12,000 school-age individuals. The churn rate (a measure of the absolute value of gains and losses in population measured at the census tract divided by the base year (2014) total population within the state) of the school-age population is 7.3 percent. Census tracts with projected school-age population declines of more than 10 percent and increases of more than 5 percent are displayed in Figure 3.3.

**Figure 3.3 Census Tracts with Notable Declines and Gains in Student-Age Population**



Source: Nielson and ECONorthwest

### 3.4.2 Household Income

Statewide household growth between 2014-2019 is projected to be approximately a 23,500 increase. A more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. The state is expected to see net growth in lower income households and net declines in households with incomes above \$50,000. Table 3.3 displays households by income category for 2014 and 2019.

**Table 3.3 Idaho Households by Income Category**

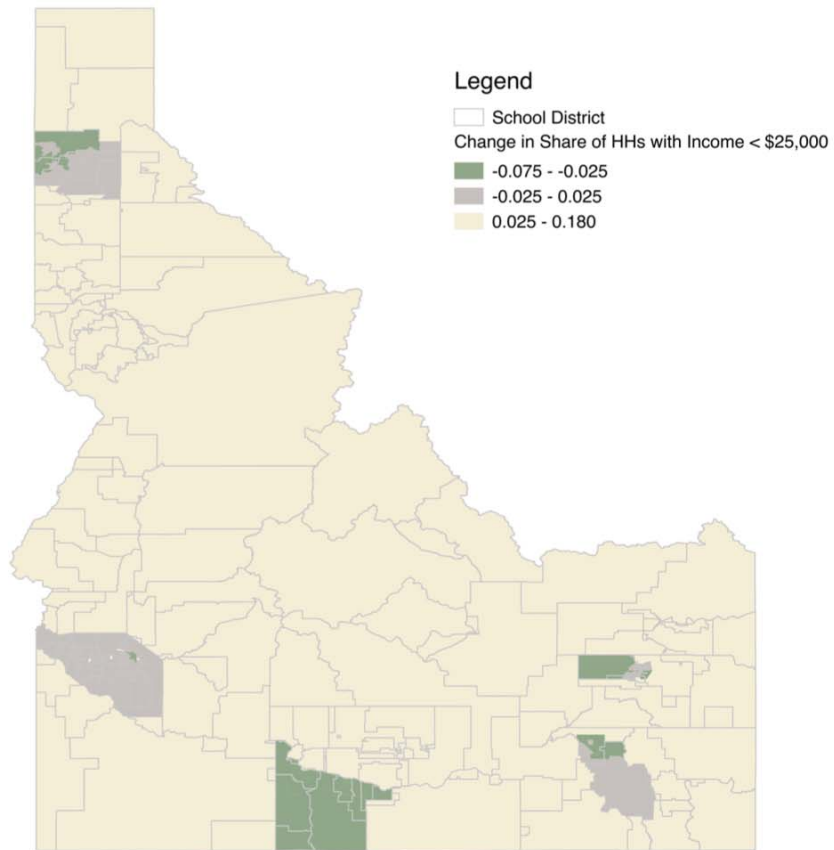
<b>Total Households by Income</b>	<b>Estimated 2014</b>	<b>Projected 2019</b>	<b>Change</b>	<b>% Change</b>
Less than \$15,000	81,971	93,252	11,281	14%
\$15,000-\$24,999	77,239	84,685	7,446	10%
\$25,000-\$34,999	79,561	85,024	5,463	7%
\$35,000-\$49,999	98,281	102,080	3,799	4%
\$50,000-\$74,999	116,633	115,377	-1,256	-1%
\$75,000-\$99,999	67,085	65,682	-1,403	-2%
\$100,000 or more	77,658	75,751	-1,907	-2%
<b>All Households</b>	<b>598,428</b>	<b>621,851</b>	<b>23,423</b>	<b>4%</b>

Source: Nielson and ECONorthwest

A closer examination of changes in household income composition at the lower end of the income scale offers some opportunity to consider the dynamic demographic setting in which new charter schools will be operating. Many charter schools are mission driven and nationally there is a history of charter schools targeting their services to economically disadvantaged students. Understanding that household projections include households both with and without school-age members, it is useful to examine changes in households by income at a smaller geographic scale. Figure 3.4 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of the state is projected to see an increase in the share of households with an income of less than \$25,000. The exceptions are largely in select urbanized areas where there are projected to be declines in the share of households with incomes of less than \$25,000. It is important to note that in part this shift to more low income households is related to a reduction in household size. On average smaller households will have fewer children, fewer workers, lower incomes and lower household expenditures.

**Figure 3.4 State-wide Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest

### 3.5 Region 1: Coeur d'Alene

Region 1 is comprised of Benewah, Bonner, Kootenai and Shoshone counties. This region includes 14 unified school districts and is comprised of 40 individual census tracts. The estimated 2014 population in Region 1 is just over 217,000 and there are approximately 88,000 households. By 2019 the population is projected to increase to over 223,000, comprising close to 91,000 households.

#### 3.5.1 School-Age Population

In Region 1, like the rest of the state, the school-age population is expected to become more racially diverse and to become older in aggregate over the next five years. It is projected that Region 1 will see a net decline in the school-age population of about 650 individuals. The decline is primarily in the 10-14 age group.

**Table 3.4 Region 1: School-Age Population Change 2014-2019 by Age Group**

School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-315	-922	-92	-1,329
Black/African American	40	82	45	167
American Indian/Native Alaskan	18	2	20	40
Asian	24	37	12	73
Native Hawaiian/Pacific Islander	8	1	10	19
Some Other Race	34	40	36	110
Two or More Races	122	88	49	259
<b>All Races</b>	<b>-69</b>	<b>-672</b>	<b>80</b>	<b>-661</b>
Hispanic/Latino (all races)	282	238	191	711

Source: Nielson and ECONorthwest

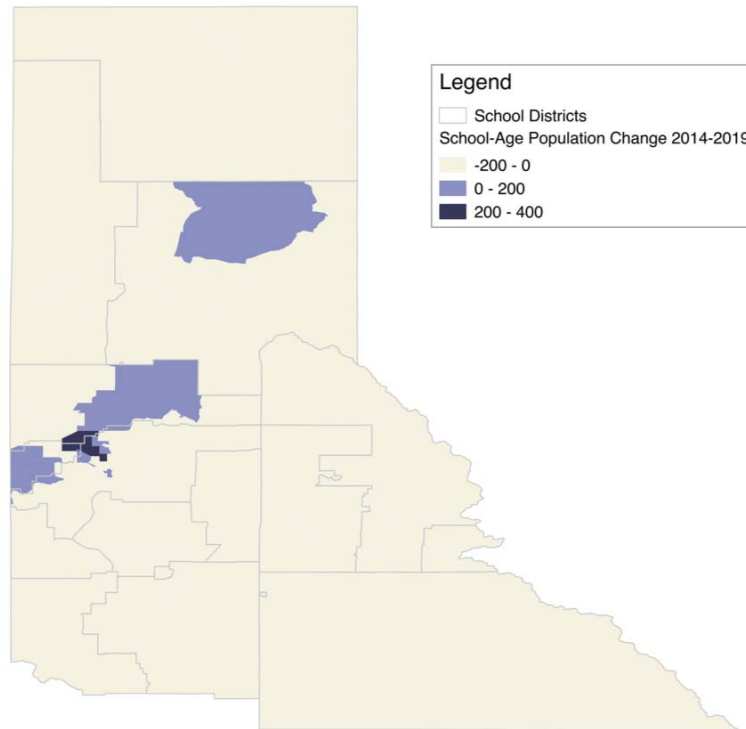
The total change in school-age population for Region 1 masks, to some degree, what is a much more dynamic population change when examined at a finer-grain of spatial detail. Census tracts in Region 1 that are projected to have a decline in student-age population actually see a total decline of over 1,800 school-age individuals, while census tracts that are projected to have a total increase in school-age population see an increase of nearly 1,200 school-age individuals. As such, even within a region that is expected to have an overall decline in school-age population there are clear opportunities for charter school growth.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 1 is 22 percent. This compares with a statewide share of 7 percent. The churn rate<sup>1</sup> of the school-age population for Region 1 is 8.3 percent, higher than the statewide rate of 7.3 percent. Figure 3.5 is a map depicting Region 1 changes in total school-age population by census tract.

<sup>1</sup> In this case the churn rate is a measure of the absolute value of gains and losses in school-age population measured at the census tract divided by the base year (2014) total school-age population within the region or state.



**Figure 3.5 Region 1 Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

### 3.5.2 Household Income

Net household growth between 2014-2019 for Region 1 is projected to be approximately a 3,000 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. Region 1 is expected to see growth in higher income and lower income households and declines in households with incomes in the \$35,000 - \$74,999 range.

**Table 3.5 Region 1: Households by Income Category**

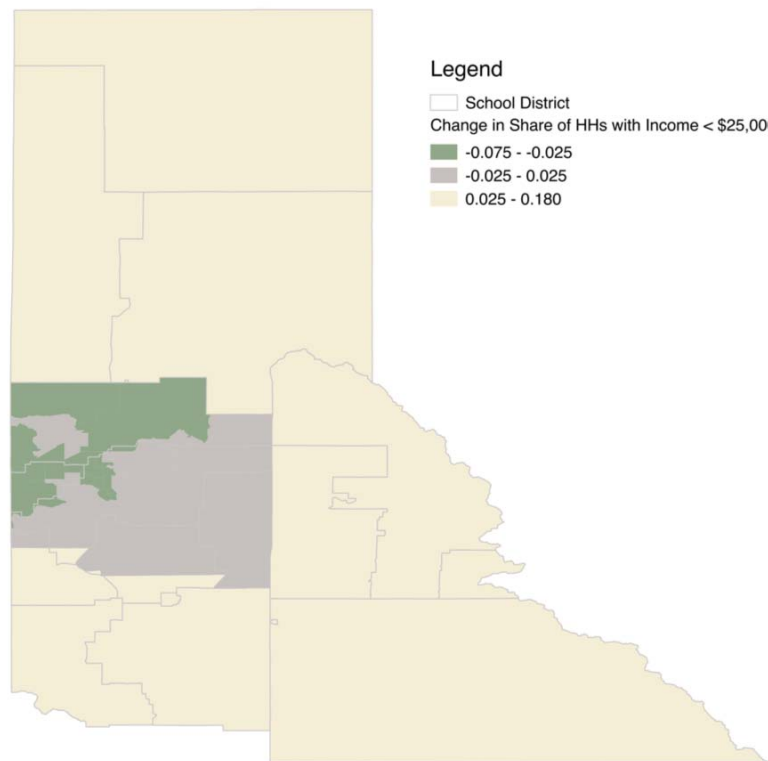
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	12,414	13,803	1,389	11%
\$15,000-\$24,999	10,720	11,196	476	4%
\$25,000-\$34,999	11,184	11,979	795	7%
\$35,000-\$49,999	14,800	14,653	-147	-1%
\$50,000-\$74,999	18,180	17,589	-591	-3%
\$75,000-\$99,999	9,918	10,101	183	2%
\$100,000 or more	10,480	11,419	939	9%
<b>All Households</b>	<b>87,696</b>	<b>90,740</b>	<b>3,044</b>	<b>3%</b>

Source: Nielson and ECONorthwest

A closer examination of changes in household income composition at the lower end of the income scale offers some opportunity to consider the dynamic demographic setting in which new charter schools will be operating. Many charter schools are mission driven and there is a history of charter schools targeting their services to economically disadvantaged students. Understanding that household projections include households both with and without school-age members, it is useful to examine changes in households by income at a smaller geographic scale. Figure 3.6 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 1 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the Coeur d'Alene region where there is projected to be a decline in the share of households with incomes of less than \$25,000.

**Figure 3.6 Region 1 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest

## 3.6 Region 2: Moscow/Lewiston

Region 2 is comprised of Clearwater, Idaho, Latah, Lewis and Nez Perce counties. This region includes 16 unified school districts and is comprised of 26 individual census tracts. The estimated 2014 population in Region 2 is just over 107,000 and there are approximately 44,000 households. By 2019 the population is projected to increase to over 109,500, comprising over 45,000 households.

### 3.6.1 School-Age Population

In Region 2 the school-age population is expected to become more racially diverse, but unlike much of the rest of the state the school-age population will become slightly younger over the next five years. It is projected that Region 2 will see a net decline in the school-age population of about 40 individuals. The decline is primarily in the 15-17 age group.

**Table 3.6 Region 2: School-Age Population Change 2014-2019 by Age Group**

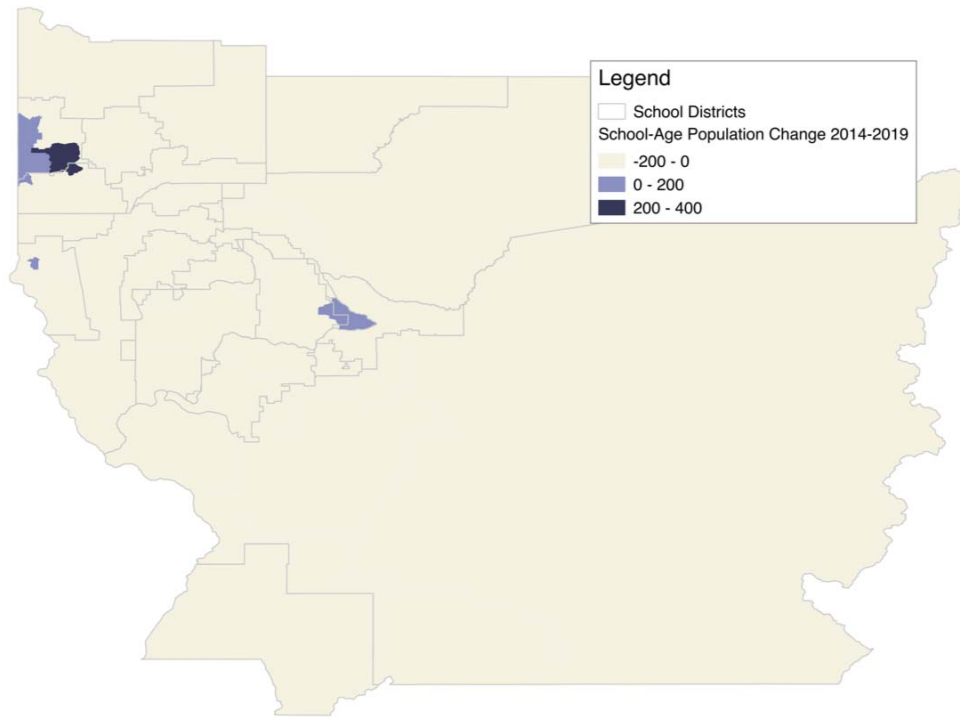
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-53	-137	-173	-363
Black/African American	16	33	18	67
American Indian/Native Alaskan	-9	-15	-6	-30
Asian	10	6	15	31
Native Hawaiian/Pacific Islander	4	5	-1	8
Some Other Race	37	30	11	78
Two or More Races	56	65	52	173
<b>All Races</b>	<b>61</b>	<b>-13</b>	<b>-84</b>	<b>-36</b>
Hispanic/Latino (all races)	148	139	58	345

Source: Nielson and ECONorthwest

As in the case of Region 1, the data on change in school-age population for Region 2 masks, to some degree, what is a more dynamic set of changes when examined at a finer-grain of spatial detail. Census tracts in Region 2 that are projected to have a decline in school-age population actually see a total decline of about 650 school-age individuals, while census tract that are projected to have a total increase in school-age population see an increase of nearly 600 school-age individuals. While the changes in population in Region 2 are modest, even within a region expected to have a decline in school-age population there are possibilities for charter school growth opportunities.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 2 is four percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 2 is eight percent, higher than the statewide rate of 7.3 percent. Figure 3.7 is a map depicting Region 2 changes in total school-age population by census tract. The school-age population growth is projected to be primarily in the Moscow vicinity.

**Figure 3.7 Region 2 Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

### 3.6.2 Household Income

Net household growth between 2014-2019 for Region 2 is projected to be approximately a 1,300 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate information. Region 2 is expected to see growth in lower income households and declines in households with incomes \$50,000 and above.

**Table 3.7 Region 2: Households by Income Category**

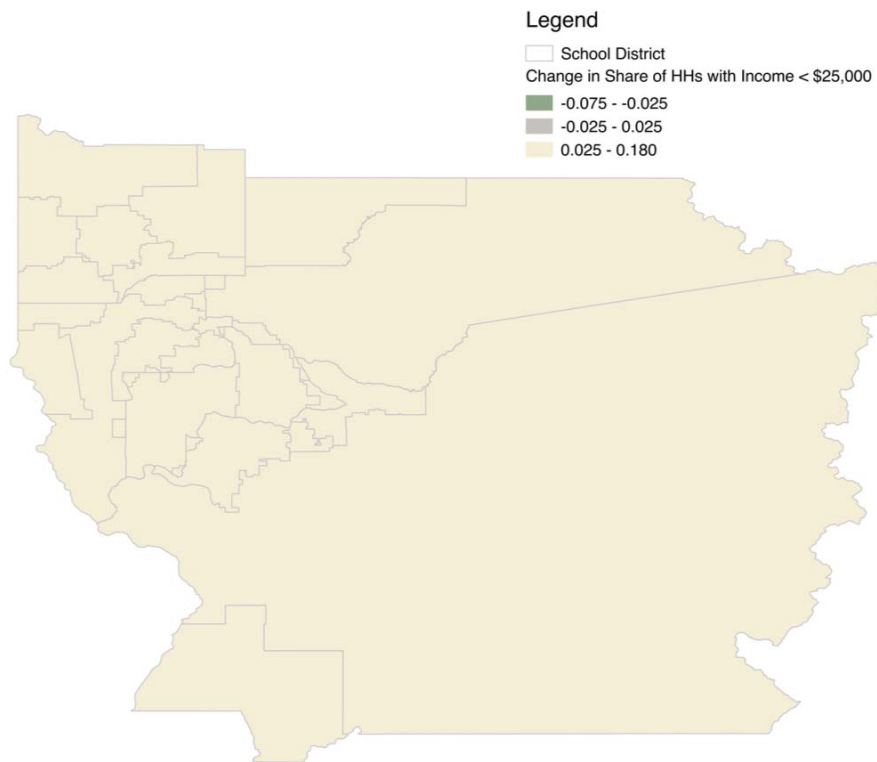
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	6,046	8,065	2,019	33%
\$15,000-\$24,999	6,462	7,502	1,040	16%
\$25,000-\$34,999	6,135	6,848	713	12%
\$35,000-\$49,999	6,555	6,724	169	3%
\$50,000-\$74,999	8,366	7,723	-643	-8%
\$75,000-\$99,999	4,765	4,286	-479	-10%
\$100,000 or more	5,756	4,234	-1,522	-26%
<b>All Households</b>	<b>44,085</b>	<b>45,382</b>	<b>1,297</b>	<b>3%</b>

Source: Nielson and ECONorthwest

Figure 3.8 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

All census tracts in Region 2 are projected to see an increase in the share of households with incomes less than \$25,000.

**Figure 3.8 Region 2 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest



## 3.7 Region 3: Boise/Meridian

Region 3 is comprised of Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley and Washington counties. This region includes 32 unified school districts and is comprised of 111 individual census tracts. The estimated 2014 population in Region 3 is approximately 724,000 and there are just over 267,000 households. By 2019 the population is projected to increase to over 764,000, comprising just over 282,000 households.

### 3.7.1 School-Age Population

In Region 3, like the rest of the state, the school-age population is expected to become more racially diverse and to become older in aggregate over the next five years. Increased racial diversity is evident largely in the younger age groups for this region, while recent growth in school-age populations will age into the 15-17 age group. It is projected that the region will see a net increase in the school-age population of about 2,500 individuals. The increase is primarily in the 15-17 age group. The aging younger age categories are replaced at a lower rate but this lower replacement rate is less pronounced in Region 3 than in other regions in the state. The net result is growth in the school-age population as displayed in Table 3.8.

**Table 3.8 Region 3: School-Age Population Change 2014-2019 by Age Group**

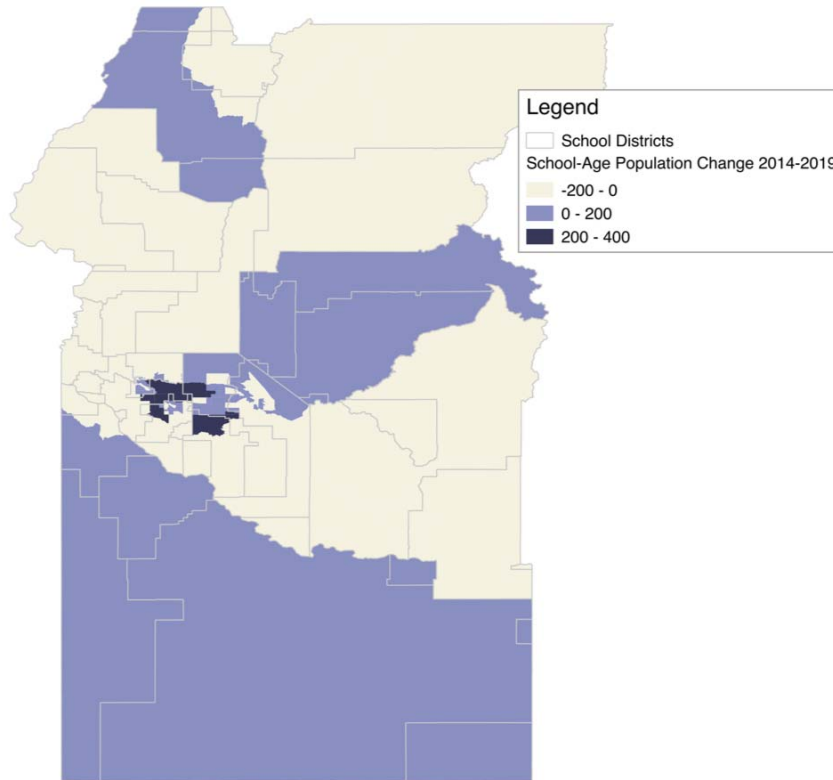
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-1,506	-1,547	1,898	-1,155
Black/African American	192	258	142	592
American Indian/Native Alaskan	54	78	94	226
Asian	81	99	146	326
Native Hawaiian/Pacific Islander	-18	-10	-8	-36
Some Other Race	332	441	438	1,211
Two or More Races	462	460	413	1,335
<b>All Races</b>	<b>-403</b>	<b>-221</b>	<b>3,123</b>	<b>2,499</b>
Hispanic/Latino (all races)	981	1,194	1,182	3,357

Source: Nielson and ECONorthwest

The data on change in school-age population for Region 3 does not tell the entire story. As is true throughout the state of Idaho, the change in school-age population is highly dynamic with respect to the urban geography. Census tracts in Region 3 that are projected to have a decline in student-age population (mostly rural and exurban parts of the region) actually see a total decline of just over 4,000 school-age individuals. The mostly urban census tracts that are projected to have a total increase in school-age population see an increase of just fewer than 6,500 school-age individuals. Much of the growth in school-age population is expected in the greater Boise area, in particular in Meridian, Kuna and Nampa suggesting opportunities there for charter school growth.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 3 is nearly 24 percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 3 is 7.3 percent, the same as the statewide rate. Figure 3.9 is a map depicting Region 3 changes in total school-age population by census tract.

**Figure 3.9 Region 3 Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

### 3.7.2 Household Income

Net household growth between 2014-2019 for Region 3 is projected to be approximately a 15,000 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate information. Region 3 is expected to see growth in all income categories except those with incomes over \$100,000; which remains largely stagnant. The most pronounced growth is in households with incomes below \$25,000.

**Table 3.9 Region 3: Households by Income Category**

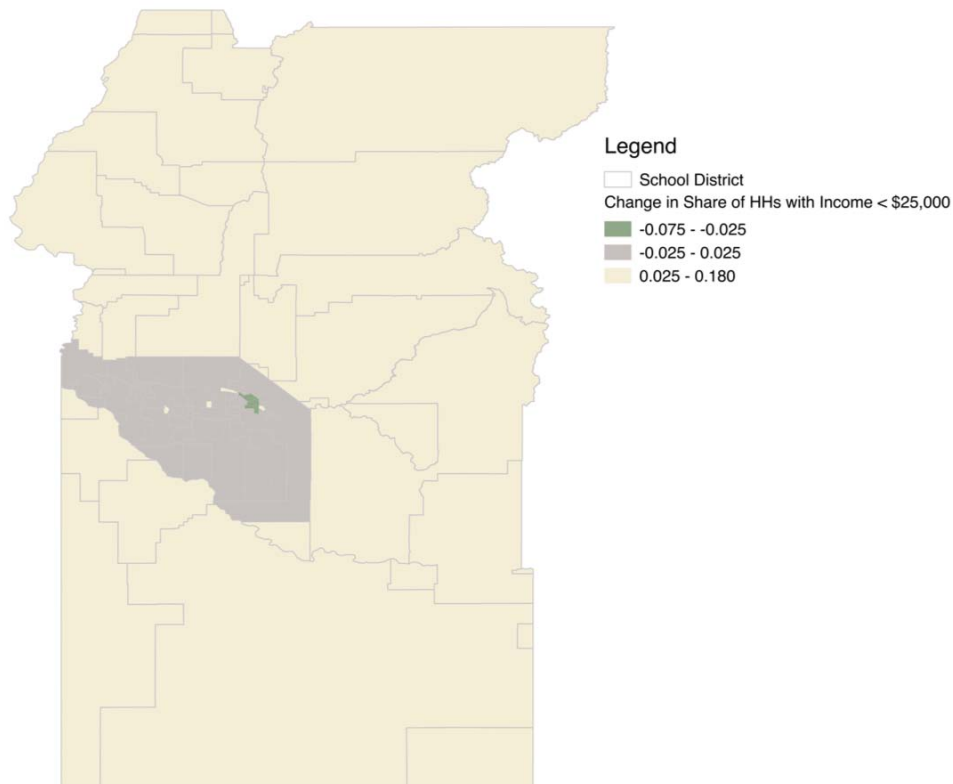
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	37,388	42,062	4,674	13%
\$15,000-\$24,999	34,721	38,543	3,822	11%
\$25,000-\$34,999	36,337	38,961	2,624	7%
\$35,000-\$49,999	44,568	46,984	2,416	5%
\$50,000-\$74,999	50,333	51,773	1,440	3%
\$75,000-\$99,999	28,875	29,079	204	1%
\$100,000 or more	34,874	34,602	-272	-1%
<b>All Households</b>	<b>267,096</b>	<b>282,004</b>	<b>14,908</b>	<b>6%</b>

Source: Nielson and ECONorthwest

Figure 3.10 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 3 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the greater Boise City metropolitan area where there are a number of census tracts projected to see a decline in the share of households with incomes of less than \$25,000.

**Figure 3.10 Region 3 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest

## 3.8 Region 4: Twin Falls

Region 4 is comprised of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka and Twin Falls counties. This region includes 21 unified school districts and is comprised of 37 individual census tracts. The estimated 2014 population in Region 4 is just under 188,000 and there are approximately 68,500 households. By 2019 the population is projected to increase to nearly 192,000, comprising nearly 70,000 households.

### 3.8.1 School-Age Population

In Region 4, like the rest of the state, the school-age population is expected to become more racially diverse but mostly as a function of changes in the younger age groups. The school-age population in Region 4 is getting older over the next five years, consistent with the rest of the state. It is projected that the region will see a net increase in the school-age population of a bit more than 250 individuals. The increase is primarily in the 15-17 age group with declines in the 5-9 age group.

**Table 3.10 Region 4: School-Age Population Change 2014-2019 by Age Group**

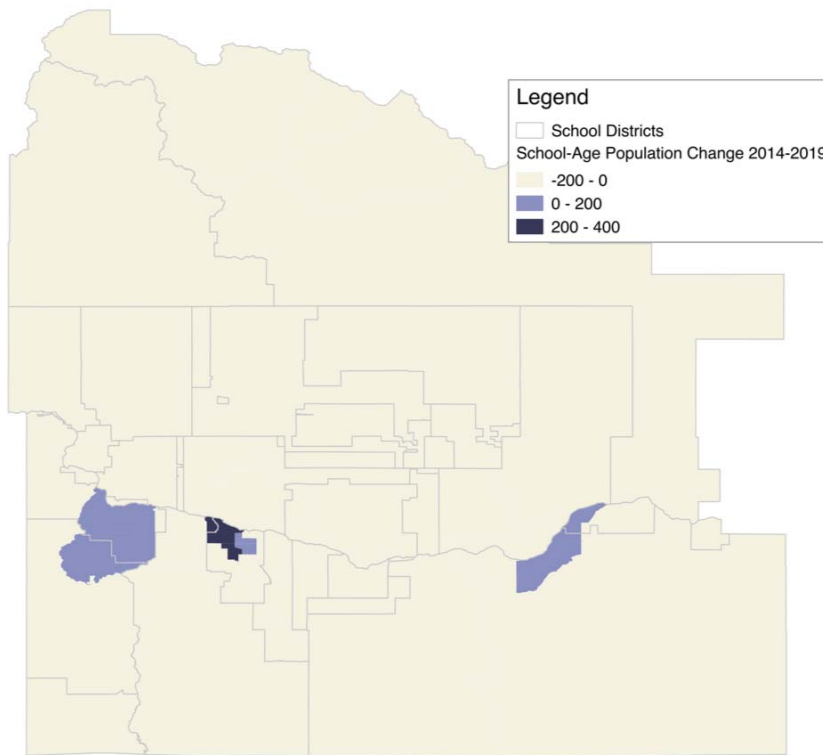
<b>School Age Population</b>	<b>Ages 5-9</b>	<b>Ages 10-14</b>	<b>Ages 15-17</b>	<b>All (5-17)</b>
White	-405	-414	-59	-878
Black/African American	50	63	21	134
American Indian/Native Alaskan	48	50	15	113
Asian	0	10	2	12
Native Hawaiian/Pacific Islander	3	7	0	10
Some Other Race	125	191	165	481
Two or More Races	125	164	105	394
<b>All Races</b>	<b>-54</b>	<b>71</b>	<b>249</b>	<b>266</b>
Hispanic/Latino (all races)	339	425	303	1,067

Source: Nielson and ECONorthwest

Once again the total change in school-age population for the entirety of Region 4 masks what is a much more dynamic population change when examined at a finer-grain of spatial detail. Census tracts in Region 4 that are projected to have a decline in student-age population actually see a total decline of nearly 950 school-age individuals, while census tract that are projected to have a total increase in school-age population see an increase of nearly 1,250 school-age individuals. Much of the growth in school-age population is expected in the Twin Falls vicinity, where there may be charter school growth opportunities.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 4 is 13 percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 4 is 5.8 percent, significantly lower than the statewide rate of 7.3 percent. Figure 3.11 is a map depicting changes in total school-age population by census tract.

**Figure 3.11 Region 4 Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

### 3.8.2 Household Income

Net household growth between 2014-2019 for Region 4 is projected to be approximately a 1,450 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. Region 4 is expected to see declines in higher income households (\$50,000 and above) and an increase in lower income households.

**Table 3.11 Region 4: Households by Income Category**

Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	8,086	9,050	964	12%
\$15,000-\$24,999	8,358	9,292	934	11%
\$25,000-\$34,999	9,746	10,202	456	5%
\$35,000-\$49,999	11,690	11,972	282	2%
\$50,000-\$74,999	14,143	13,239	-904	-6%
\$75,000-\$99,999	7,847	7,765	-82	-1%
\$100,000 or more	8,594	8,404	-190	-2%
<b>All Households</b>	<b>68,464</b>	<b>69,924</b>	<b>1,460</b>	<b>2%</b>

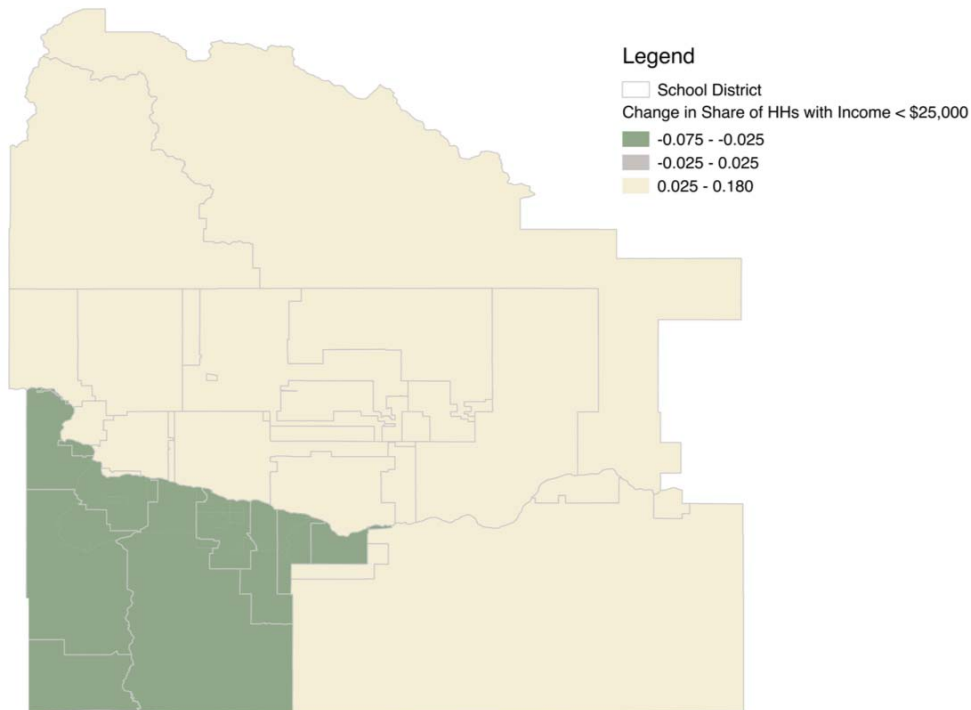
Source: Nielson and ECONorthwest



Figure 3.12 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 4 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the southwest portion of the region in the Twin Falls vicinity where there is projected to be a decline in the share of households with incomes of less than \$25,000.

**Figure 3.12 Region 4 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest

## 3.9 Region 5: Pocatello

Region 5 is comprised of Bannock, Bear Lake, Caribou, Oneida and Power counties. This region includes 14 unified school districts and is comprised of 30 individual census tracts. The estimated 2014 population in Region 5 is just over 121,500 and there are nearly 44,500 households. By 2019 the population is projected to increase to over 123,500, in over 45,000 households.

### 3.9.1 School-Age Population

In Region 5, like the rest of the state, the school-age population is expected to become more racially diverse and to become older in aggregate over the next five years. These changes will be less pronounced in Region 5 than for other parts of the state. It is projected that Region 5 will have a basically stable total school-age population but a decline in the 5-9 and 10-14 age groups and an increase in the 15-17 age group. The change in racial composition will be most evident in the younger age categories.

**Table 3.12 Region 5: School-Age Population Change 2014-2019 by Age Group**

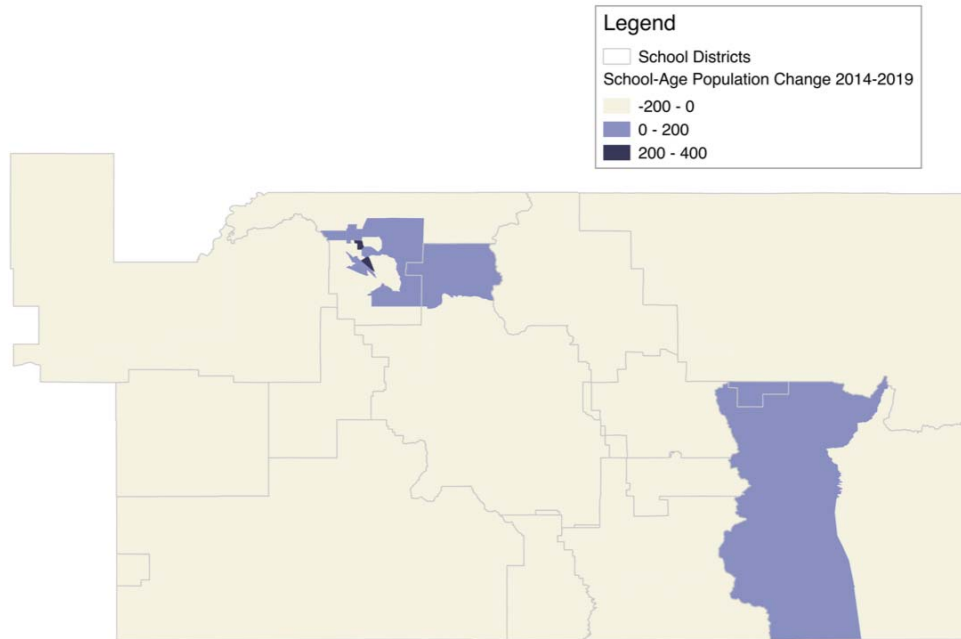
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-252	-214	-14	-480
Black/African American	23	34	9	66
American Indian/Native Alaskan	-9	-6	-5	-20
Asian	20	8	3	31
Native Hawaiian/Pacific Islander	6	8	7	21
Some Other Race	64	69	48	181
Two or More Races	65	84	40	189
<b>All Races</b>	<b>-83</b>	<b>-17</b>	<b>88</b>	<b>-12</b>
Hispanic/Latino (all races)	194	243	114	551

Source: Nielson and ECONorthwest

The data on change in school-age population for the entirety Region 5 masks a somewhat more dynamic set of changes when examined at a finer-grain of spatial detail. While the entire region is projected to have a fairly stable school-age population, census tracts in Region 5 that are projected to have a decline in student-age population see a total decline of just over 800 school-age individuals. Likewise, census tracts that are projected to have a total increase in school-age population see an increase of just over 800 school-age individuals. Growing parts of Region 5 include the vicinity of Pocatello and parts of Bear Lake County.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 5 is essentially zero percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 5 is 6.7 percent, lower than the statewide rate of 7.3 percent. Figure 3.13 is a map depicting changes in total school-age population by census tract.

**Figure 3.13 Region 5 Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

### 3.9.2 Household Income

Net household growth between 2014-2019 for Region 5 is projected to be approximately a 900 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate information. Region 5 is expected to see growth in lower income households and declines in households with incomes above \$75,000.

**Table 3.13 Region 5: Households by Income Category**

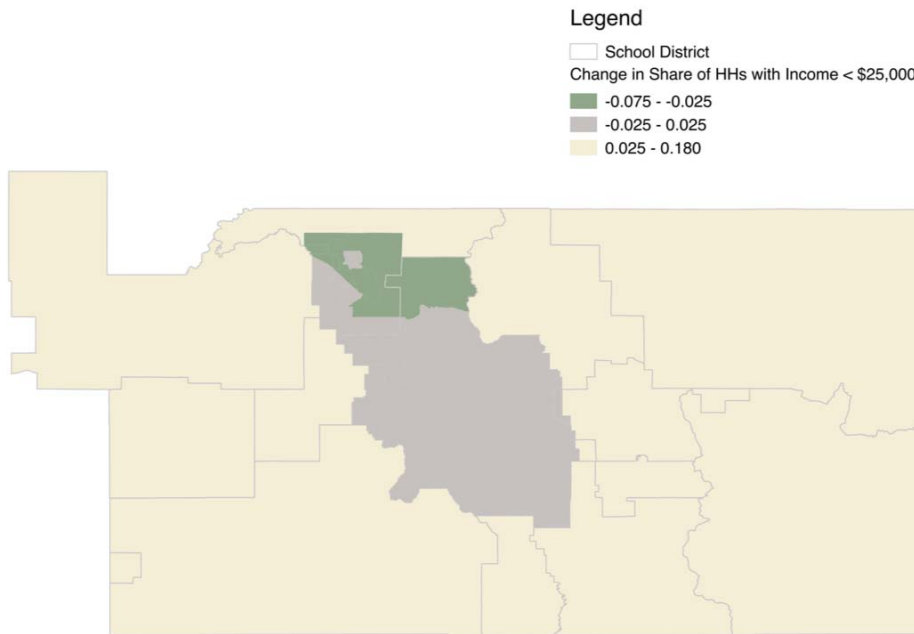
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	6,670	7,195	525	8%
\$15,000-\$24,999	5,826	6,436	610	10%
\$25,000-\$34,999	5,863	6,133	270	5%
\$35,000-\$49,999	7,249	7,411	162	2%
\$50,000-\$74,999	8,892	8,992	100	1%
\$75,000-\$99,999	5,020	4,491	-529	-11%
\$100,000 or more	4,835	4,605	-230	-5%
<b>All Households</b>	<b>44,355</b>	<b>45,263</b>	<b>908</b>	<b>2%</b>

Source: Nielson and ECONorthwest

Figure 3.14 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 5 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the greater Pocatello region where there is projected to be a decline in the share of households with incomes of less than \$25,000.

**Figure 3.14 Region 5 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest

## 3.10 Region 6: Idaho Falls

Region 6 is comprised of Bingham, Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison and Teton counties. This region includes 19 unified school districts and is comprised of 48 individual census tracts. The estimated 2014 population in Region 6 is nearly 255,500 and there are over 86,500 households. By 2019 the population is projected to increase to nearly 260,000, in over 88,500 households.

### 3.10.1 School-Age Population

In Region 6 the school-age population is expected to become more racially diverse over the next five years. It is projected that the region will see a net decline in the school-age population of about 500 individuals. The decline is in all age groups.

**Table 3.14 Region 6: School-Age Population Change 2014-2019 by Age Group**

School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-677	-662	-468	-1,807
Black/African American	129	154	56	339
American Indian/Native Alaskan	-11	1	-8	-18
Asian	28	27	18	73
Native Hawaiian/Pacific Islander	20	8	2	30
Some Other Race	115	175	129	419
Two or More Races	190	171	106	467
<b>All Races</b>	<b>-206</b>	<b>-126</b>	<b>-165</b>	<b>-497</b>
Hispanic/Latino (all races)	341	419	266	1,026

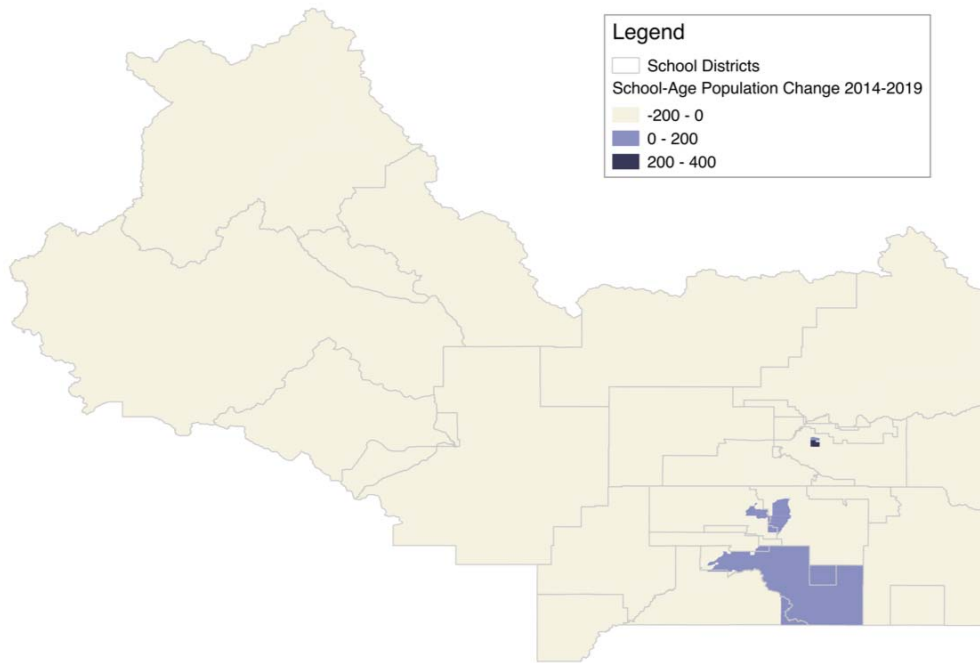
Source: Nielson and ECONorthwest

An examination at a finer-grain of spatial detail reveals more dynamic population change than is evident in Region 6 in aggregate. Census tracts in Region 6 that are projected to have a decline in student-age population actually see a total decline of about 2,400 school-age individuals, while census tract that are projected to have a total increase in school-age population see an increase of nearly 1,950 school-age individuals. Even within a region that is expected to have a decline in school-age population there are possibilities for charter school growth opportunities.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 6 is nearly eleven percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 6 is eight percent, higher than the statewide rate of 7.3 percent. Figure 3.15 is a map depicting changes in total school-age population by census tract.



**Figure 3.15 Region 6 Projected School-Age Population Growth by Census Tract**



Source: Nielson and ECONorthwest

### 3.10.2 Household Income

Net household growth between 2014-2019 for Region 6 is projected to be approximately a 1,800 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. Region 6 is expected to see a decline in higher income households and lower income households and an increase in lower income households, especially in the number of households with incomes less than \$15,000.

**Table 3.15 Region 6: Households by Income Category**

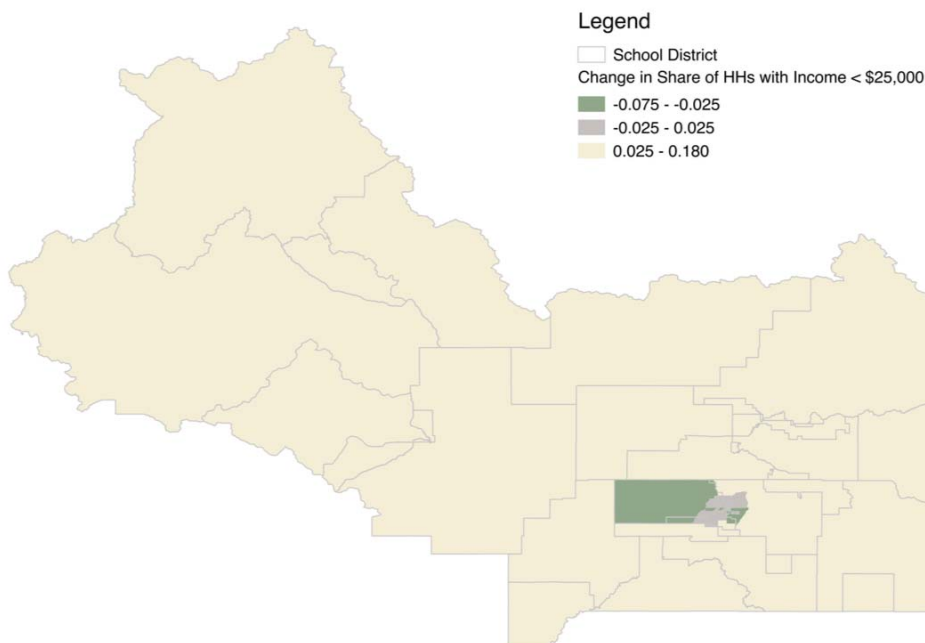
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	11,367	13,077	1,710	15%
\$15,000-\$24,999	11,152	11,716	564	5%
\$25,000-\$34,999	10,296	10,901	605	6%
\$35,000-\$49,999	13,419	14,336	917	7%
\$50,000-\$74,999	16,719	16,061	-658	-4%
\$75,000-\$99,999	10,660	9,960	-700	-7%
\$100,000 or more	13,119	12,487	-632	-5%
<b>All Households</b>	<b>86,732</b>	<b>88,538</b>	<b>1,806</b>	<b>2%</b>

Source: Nielson and ECONorthwest

Figure 3.16 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 6 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the Idaho Falls vicinity where there is projected to be a decline in the share of households with incomes of less than \$25,000.

**Figure 3.16 Region 6 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract**



Source: Nielson and ECONorthwest

## 4 Charter Schools in Idaho

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### 4.1 Background on Charter Schools in Idaho

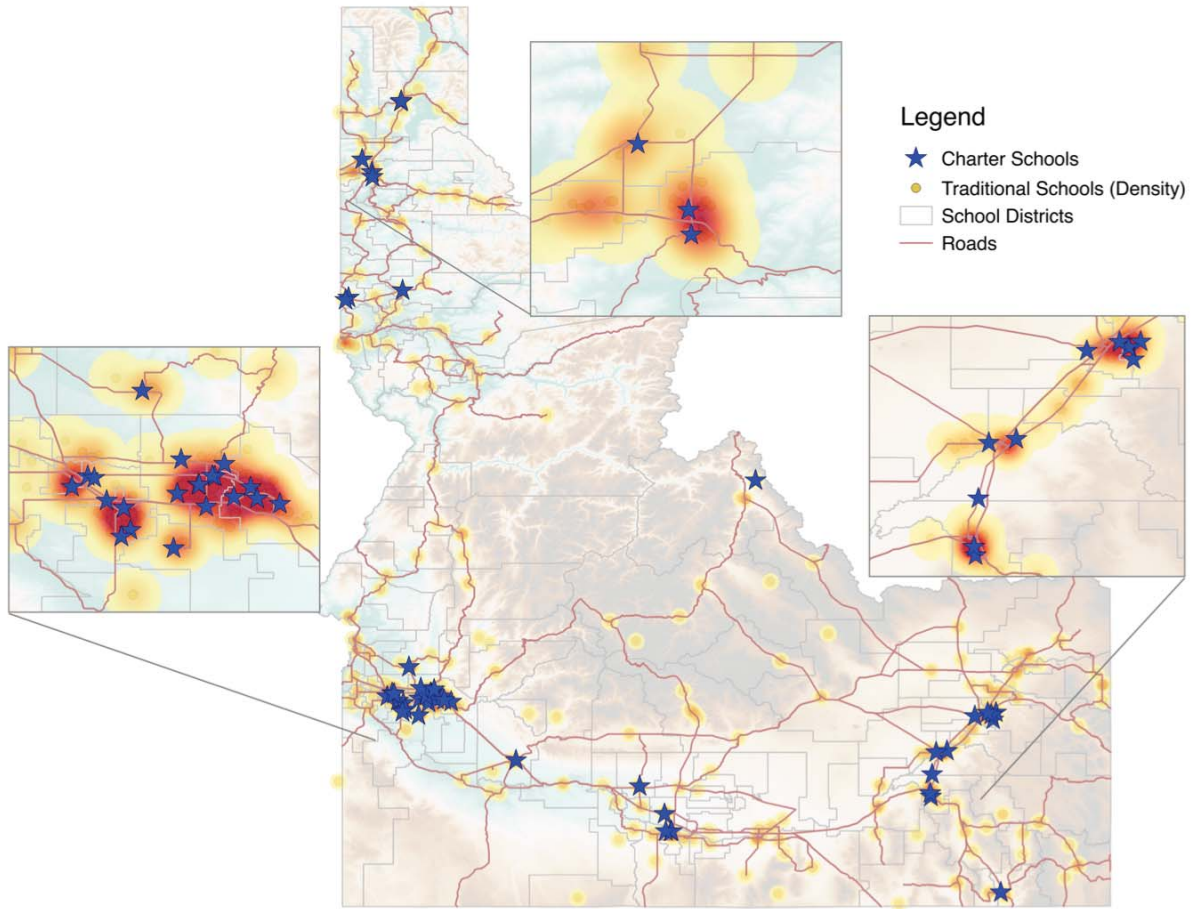
This section of the report contains a brief summary of the current charter school programs in Idaho. It is brief and is intended as context. A broader range of information regarding Idaho's charter schools can be found at the Idaho State Department of Education [http://www.sde.idaho.gov/site/charter\\_schools/](http://www.sde.idaho.gov/site/charter_schools/). Charter schools are public schools that are options to traditional district operated schools. Charter schools in the state of Idaho operate under a charter authorized by local school district boards, by the Idaho Public Charter School Commission or by appeal to the State Board of Education. Public and private non-denominational colleges and universities can also authorize charter schools, however as of the writing of this report none have done so. Rules governing charter school formation and operation are laid out in state statute, Title 33, Chapter 52. Charter schools operate under a performance certificate issued by the authorizing entity. The performance certificate sets out the expectations under which the charter school will function. Charter schools are funded largely out of the state educational support program on a per student basis, but may also be eligible for special education, transportation, alternative school, and facility support funds. Charters can be revoked for clear failure to meet performance expectations, violations of law or for fiscal insolvency.

### 4.2 Charter School Enrollment

There are 48 charter schools in operation throughout Idaho serving both local and regional markets. Figure 4.1 is a map depicting the location of Idaho charter schools.

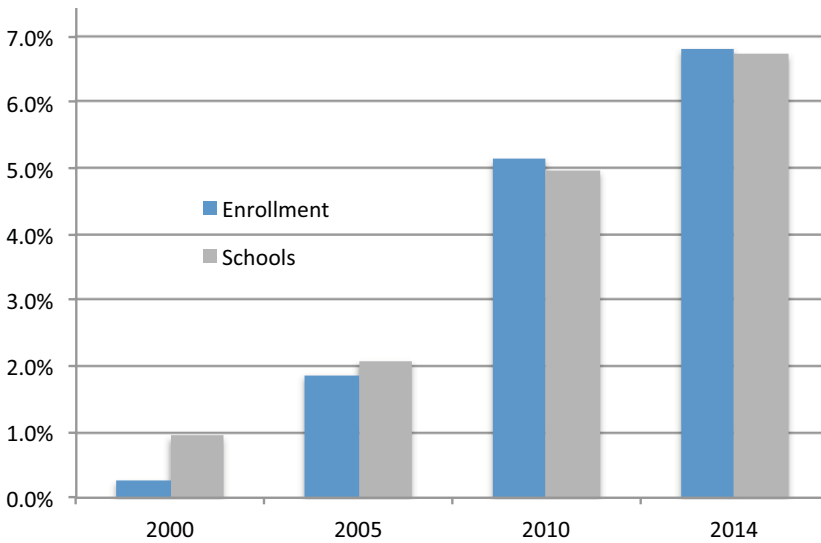
Since charter school authorizing legislation in 1998 charter school openings and enrollments have steadily increased such that by 2014 charter schools represent approximately seven percent of the statewide population of both students and schools. Figure 4.2 displays shares of charter school enrollment and number of schools over time. Table 4.1 contains information about charter school enrollment as shares of statewide enrollment by school level (elementary, middle, and secondary).

Figure 4.1 Idaho Charter Schools



Source: ECONorthwest, USGS/NASA, ISDE

**Figure 4.2 Charter Schools and Enrollment as a Share of Statewide Totals**



Source: ECONorthwest, data from ISDE

**Table 4.1 Charter Schools and Enrollment Shares by Level**

	2000	2005	2010	2014
<b>Schools</b>				
Elementary	0.2%	2.2%	4.8%	6.4%
Middle	0.4%	2.2%	6.3%	7.5%
Secondary	0.1%	0.7%	4.7%	6.9%
Total	0.3%	1.9%	5.1%	6.7%
<b>Enrollment</b>				
Elementary	0.2%	2.2%	4.8%	6.4%
Middle	0.4%	2.2%	6.4%	7.6%
Secondary	0.1%	0.7%	4.8%	7.0%
Total	0.3%	1.9%	5.1%	6.7%

Source: ECONorthwest, data from ISDE

As the number of charter schools and charter school enrollment has increased so has the diversity of the student population (see Table 4.2 below). In 2006 charters schools in Idaho served a population that was seven percent non-white (compared with 18 percent for traditional schools) and only eight percent eligible for free or reduced lunch programs (compared with 3 for traditional schools. In 2012 charter schools served a population that was 13 percent non-white (compared with 22 percent for traditional schools) and only 37 percent eligible for free or reduced lunch programs (compared with percent for traditional schools.



**Table 4.2 Student Demographics for Charters and Traditional Schools in 2006 and 2012**

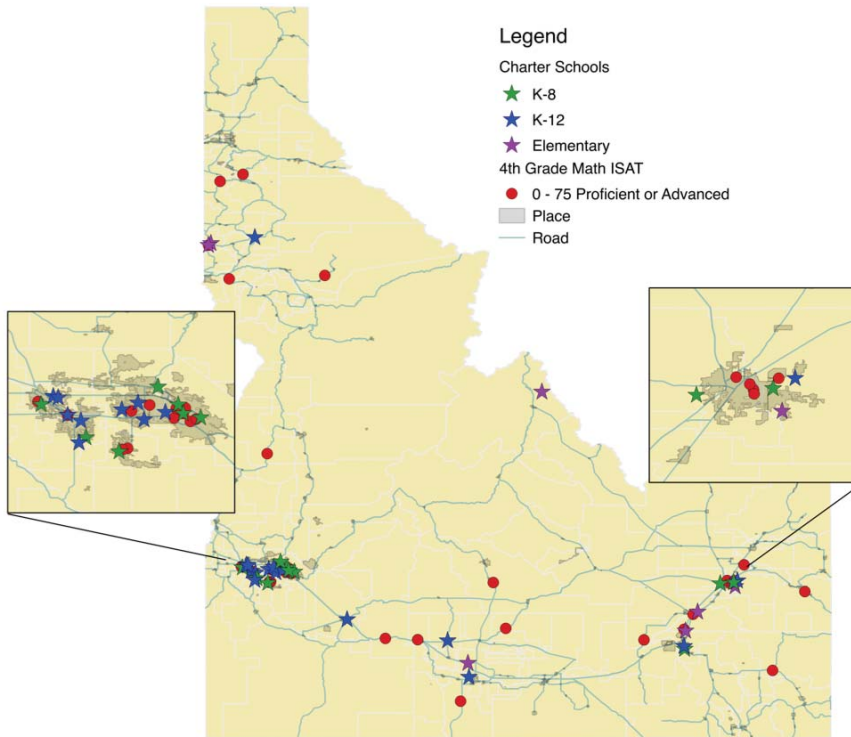
<b>Student Population</b>	<b>2006 Charter</b>	<b>2006 Traditional</b>	<b>2012 Charter</b>	<b>2012 Traditional</b>
Total Free and Reduced Lunch Students	7.9%	38.3%	36.7%	49.3%
American Indian/Alaska Native Students	0.7%	1.6%	0.8%	1.4%
Asian or Asian/Pacific Islander Students	1.5%	1.6%	1.5%	1.3%
Hispanic Students	3.7%	13.8%	7.6%	16.8%
Black Students	1.1%	1.1%	0.9%	1.0%
White Students	93.0%	81.9%	87.4%	77.5%
Hawaiian Nat./Pacific Isl. Students	NA	NA	0.3%	0.3%
Two or More Races Students	NA	NA	1.5%	1.7%
<b>Total Race/Ethnicity</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: ECONorthwest, U.S. Department of Education, National Center for Education Statistics, Common Core of Data

### 4.3 Key Markets Served by Charter Schools

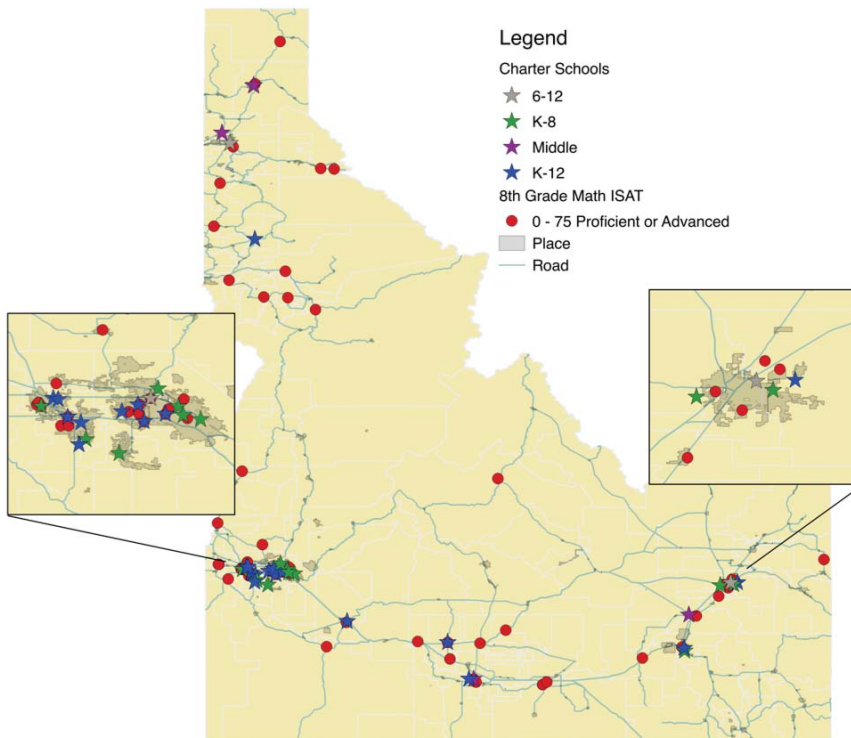
Charter schools, like traditional public schools, are mostly located in the more densely populated urban areas of Idaho. The purpose of charter schools is to provide choice options for parents and students where traditional programs fail to meet some specific need. To this end it is useful to examine the extent of charter school options within various Idaho school market settings. The largest charter school markets in terms of both numbers of schools and students are the greater Boise area, and the Idaho Falls area. Smaller markets are forming in Twin Falls, Coeur d'Alene, Moscow and Pocatello. Not all regional markets are served by charter schools that represent all grade levels. Figure 4.3 and Figure 4.4 are maps that display charter school locations with programs that serve the 4<sup>th</sup> grade and 8<sup>th</sup> grade respectively. These maps also contain information about school programs that are low performing in terms of 4<sup>th</sup> and 8<sup>th</sup> grade math ISAT scores (25 percent or more of students fail to meet the proficiency standard). Section 6 of this report contains more information about school performance and test scores.

**Figure 4.3 Charter Schools Serving 4<sup>th</sup> Grade and Low Performing Schools (4<sup>th</sup> Grade Math)**



Source: ECONorthwest, data from ISDE

**Figure 4.4 Charter Schools Serving 8<sup>th</sup> Grade and Low Performing Schools (8<sup>th</sup> Grade Math)**



Source: ECONorthwest, data from ISDE

## 5 Enrollment Trends and Attendance

### 5.1 Introduction

School enrollment trends provide a background for understanding opportunities for growth in the charter school market. In general, enrollment trends are expected to track closely with changes in school-age population. In geographic areas where school enrollment has been growing there may be student growth sufficient to support the development of new charter school alternatives. Individual school districts will also likely face growth pressure if student numbers outpace their ability to accommodate new students in existing facilities with existing services, which is now in fact happening in places like the West Ada School District. In districts facing enrollment declines there may simply be fewer school age children within local boundaries. In places where district-level enrollment has declined and where charter schools have had growth in enrollment it is likely the case that charter school providers have found a particular segment of the market that felt underserved by the local school district. In this section we examine the recent trends in school enrollment. We also provide an examination of the most recent information on average attendance at the district level.

Table 5.1 includes state enrollment by school-level between 2000 and 2014. The state of Idaho saw an increase in school enrollment of nearly 18,000 students between 2000-2005, 32,000 between 2005-2010, and 15,000 students between 2010-2014. In contrast, the school age population is expected to grow by less than 1,600 between 2014-2019.

**Table 5.1 Total District and Charter School Enrollment Statewide**

School Enrollment	2000	2005	2010	2014
<b>State Total</b>				
Elementary	118,120	128,986	150,584	157,554
Middle	50,073	56,486	61,405	67,229
Secondary	53,451	54,035	59,222	61,422
<b>Charter Schools</b>				
Elementary	295	2,865	7,164	10,058
Middle	222	1,222	3,923	5,100
Secondary	77	386	2,840	4,308

Source: ECONorthwest, data from ISDE

**Table 5.2 Change in District and Charter School Enrollment Statewide**

Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>State Total</b>			
Elementary	10,866	21,598	6,970
Middle	6,413	4,919	5,824
Secondary	584	5,187	2,200
<b>Charter Schools</b>			
Elementary	2,570	4,299	2,894
Middle	1,000	2,701	1,177
Secondary	309	2,454	1,468

Source: ECONorthwest, data from ISDE

Not quite 40 percent of school districts (not including LEAs) saw enrollment gains between 2010-2014, leaving over 60 percent of districts with declining enrollment. On a school basis approximately half the schools in Idaho saw enrollment gains and half saw enrollment declines during the same period (see Table 5.3). Many of the districts that experienced enrollment declines between 2010 and 2014 are in rural parts of Idaho, while many urban districts experienced gains in enrollment. Districts with enrollment gains and losses are reported for each region of Idaho in Table 5.4.

**Table 5.3 Districts/LEAs and Schools with Enrollment Gains and Losses 2010-2014**

	Including Charters		Not Including Charters	
	Count	Gains/Losses	Count	Gains/Losses
Districts/LEAs with Net Gains	85	19,662	44	13,621
Districts/LEAs with Net Losses	78	-4,668	72	-4,048
<b>Districts/LEAs Total Change</b>	<b>163</b>	<b>14,994</b>	<b>116</b>	<b>9,573</b>
Individual Schools with Net Gains	362	29,794	320	23,343
Individual Schools with Net Losses	348	-14,800	342	-13,770
<b>School Total Change</b>	<b>710</b>	<b>14,994</b>	<b>662</b>	<b>9,573</b>

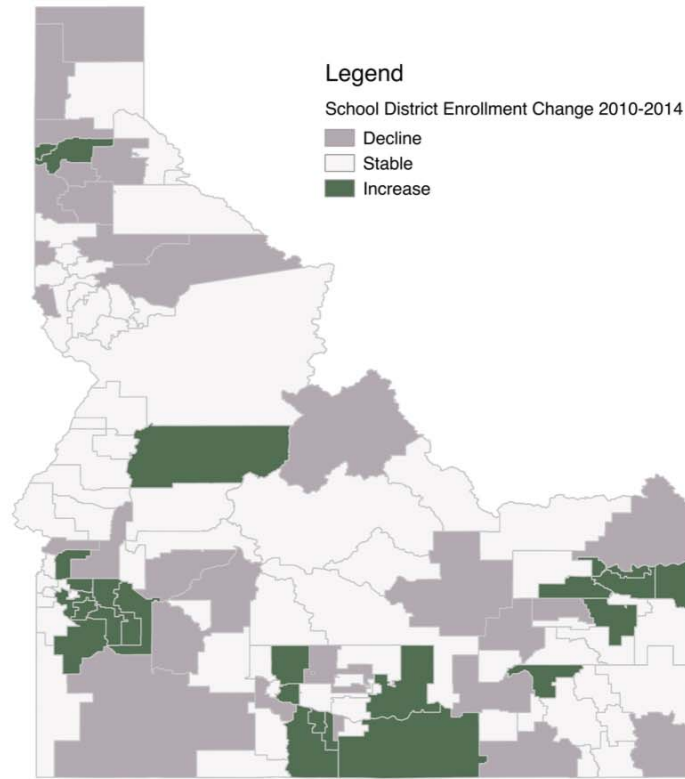
Source: ECONorthwest, data from ISDE

**Table 5.4 Districts/LEAs with Enrollment Gains and Losses 2010-2014 by Region**

	Including Charters		Not Including Charters	
	Count	Gains/Losses	Count	Gains/Losses
Region 1				
Districts/LEAs with Net Gains	8	917	3	162
Districts/LEAs with Net Losses	9	-1,195	9	-1,195
<b>Districts/LEAs Total</b>	<b>17</b>	<b>-278</b>	<b>12</b>	<b>-1,033</b>
Region 2				
Districts/LEAs with Net Gains	7	394	5	282
Districts/LEAs with Net Losses	12	-581	11	-439
<b>Districts/LEAs Total</b>	<b>19</b>	<b>-187</b>	<b>16</b>	<b>-157</b>
Region 3				
Districts/LEAs with Net Gains	33	9,781	13	6,306
Districts/LEAs with Net Losses	21	-1,350	19	-892
<b>Districts/LEAs Total</b>	<b>54</b>	<b>8,431</b>	<b>32</b>	<b>5,414</b>
Region 4				
Districts/LEAs with Net Gains	13	1,948	10	1,680
Districts/LEAs with Net Losses	14	-589	12	-570
<b>Districts/LEAs Total</b>	<b>27</b>	<b>1,359</b>	<b>22</b>	<b>1,110</b>
Region 5				
Districts/LEAs with Net Gains	7	720	5	604
Districts/LEAs with Net Losses	11	-503	10	-502
<b>Districts/LEAs Total</b>	<b>18</b>	<b>217</b>	<b>15</b>	<b>102</b>
Region 6				
Districts/LEAs with Net Gains	17	5,903	8	4,588
Districts/LEAs with Net Losses	11	-451	11	-451
<b>Districts/LEAs Total</b>	<b>28</b>	<b>5,452</b>	<b>19</b>	<b>4,137</b>

Source: ECONorthwest, data from ISDE

**Figure 5.1 District Level Changes in School Enrollment 2010-2014**

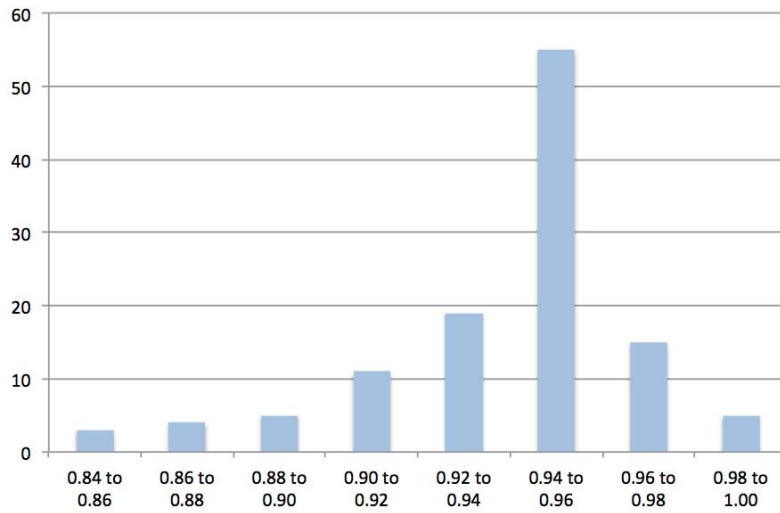


Source: ECONorthwest, data from ISDE

There are numerous reasons for why attendance levels vary across districts. Absenteeism is often associated with poverty and its attendant problems - homelessness, limited transportation options, responsibilities around the home, and poor access to healthcare. Also high rates of in-migrant farm labor in local economies can result in high absenteeism during certain parts of the school year. But where attendance levels are lower we might expect that student needs are not being sufficiently addressed. Those needs might be unique and the data does not allow us to understand the root cause of low attendance. However, this is an indicator that there may be opportunities to better meet the needs of students if a match between unique needs and specialized programs can be achieved. Figure 5.2 shows the distribution of school districts in Idaho by attendance rates in 2013. There are quite number of districts with attendance rates below 90 percent. Figure 5.3 displays district attendance rates in 2013 with respect to changes in attendance rates between 2010-2013. It is not entirely surprising that districts with lower attendance rates in 2013 have seen recent declines in rates of attendance and districts with higher rates in 2013 have seen recent increases in attendance rates. Finally, Figure 5.4 is a map that displays average daily attendance rates by school district along with changes in school enrollment.

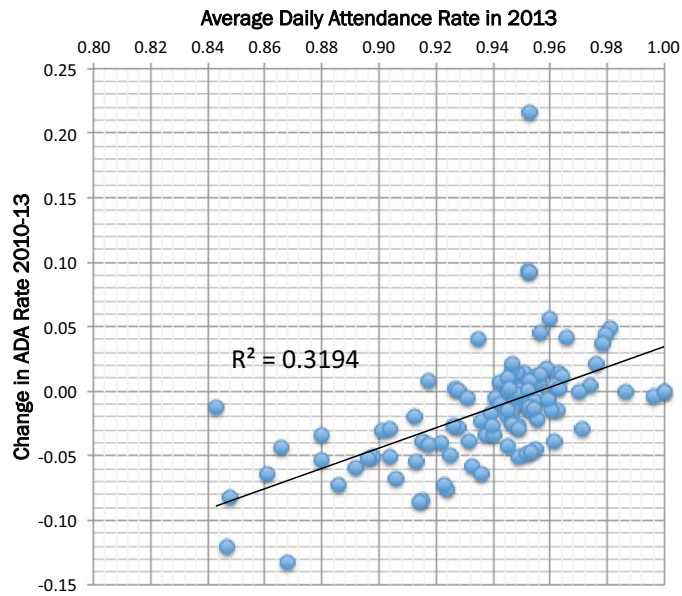


**Figure 5.2 Number of Districts by Average Daily Attendance Rate in 2013**



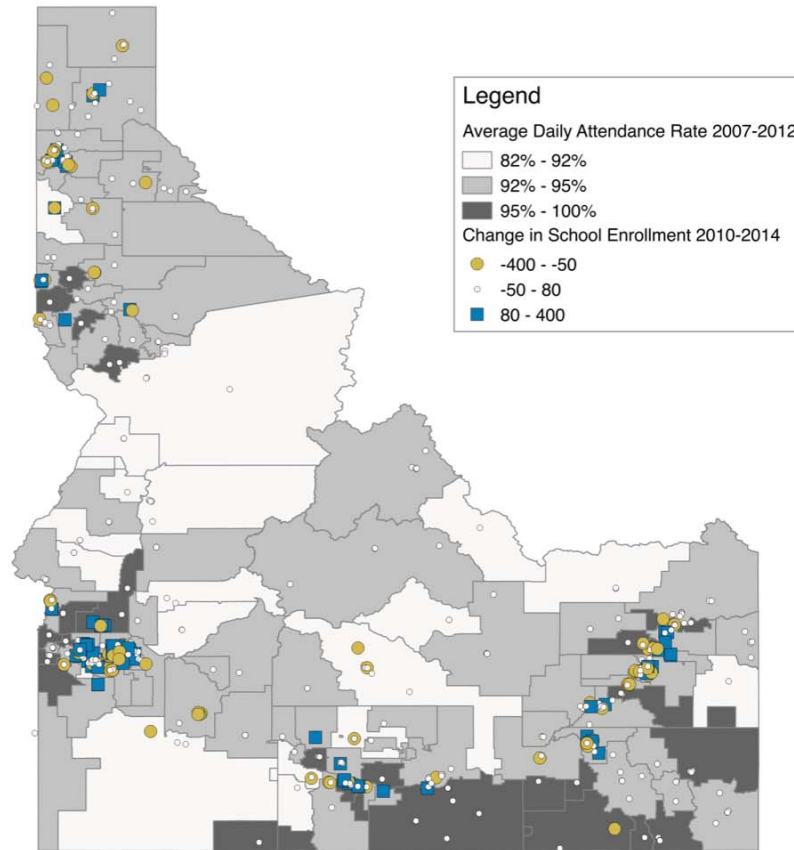
Source: ECONorthwest, data from ISDE

**Figure 5.3 District ADA Rate in 2013 Versus Change in ADA Rate 2010-2013**



Source: ECONorthwest, data from ISDE

Figure 5.4 Average Daily Attendance Rates and School Enrollment Change



Source: ECONorthwest, data from ISDE

## 5.2 Region 1: Coeur d'Alene

Enrollment in Region 1 declined between 2010 and 2014. Middle school grades saw increased enrollment in this time period, but these gains were offset by declines in elementary and secondary school grades. This period saw increases in charter school enrollment for all school levels.

Table 5.5 Region 1: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
<b>Region Total</b>				
Elementary	15,164	15,228	16,370	16,101
Middle	6,646	7,450	7,480	7,585
Secondary	6,349	6,719	7,402	7,288
<b>Charter Schools</b>				
Elementary	0	72	198	467
Middle	154	342	418	579
Secondary	32	105	308	558

Source: ECONorthwest, data from ISDE

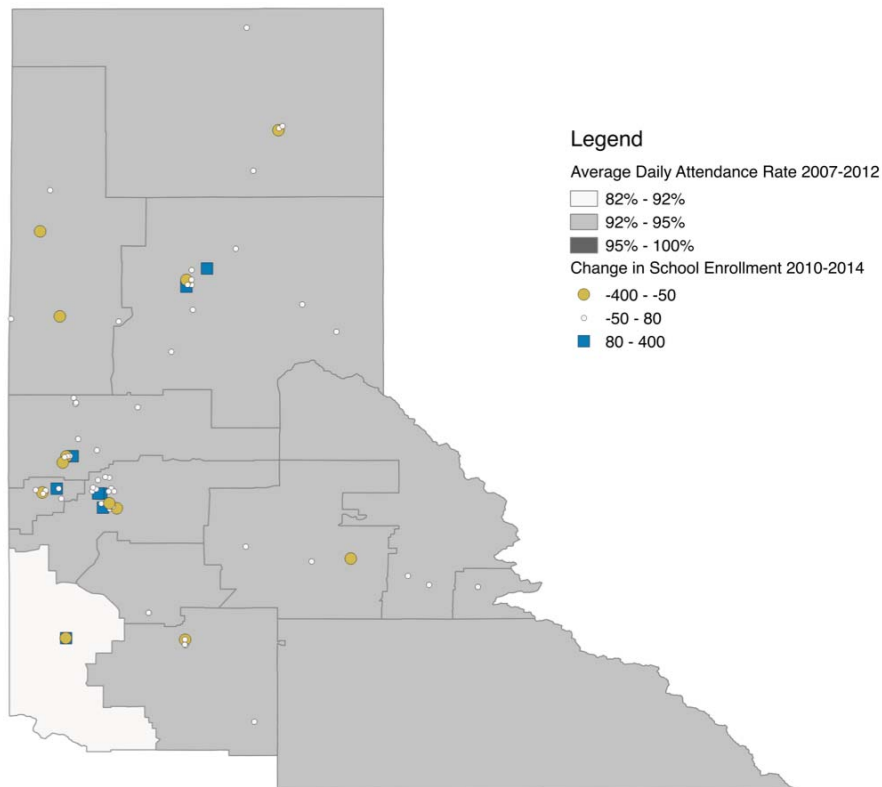
**Table 5.6 Region 1: Change in District and Charter School Enrollment**

Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>Region Total</b>			
Elementary	64	1,142	-269
Middle	804	30	105
Secondary	370	683	-114
<b>Charter Schools</b>			
Elementary	72	126	269
Middle	188	76	161
Secondary	73	203	250

Source: ECONorthwest, data from ISDE

Figure 5.5 is a map that displays Region 1 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 1 the Plummer-Worley School District has had consistently lower attendance rates.

**Figure 5.5 Region 1: Enrollment Change (School) and Attendance Rate (District)**



Source: ECONorthwest, data from ISDE

### 5.3 Region 2: Moscow/Lewiston

Enrollment in Region 2 declined between 2010 and 2014. Middle school grades saw increased enrollment in this time period, but these gains were offset by declines in elementary and secondary school grades. This period saw increases in charter school enrollment for middle and secondary school levels. After 10 years of enrollment growth in charter elementary grades this period saw modest declines in elementary enrollment in charter schools in Region 2.

**Table 5.7 Region 2: Total District and Charter School Enrollment**

School Enrollment	2000	2005	2010	2014
<b>Region Total</b>				
Elementary	5,918	6,632	7,634	7,383
Middle	2,518	3,040	3,000	3,331
Secondary	2,760	3,049	3,307	3,040
<b>Charter Schools</b>				
Elementary	66	561	874	783
Middle	0	135	156	183
Secondary	0	52	77	111

Source: ECONorthwest, data from ISDE

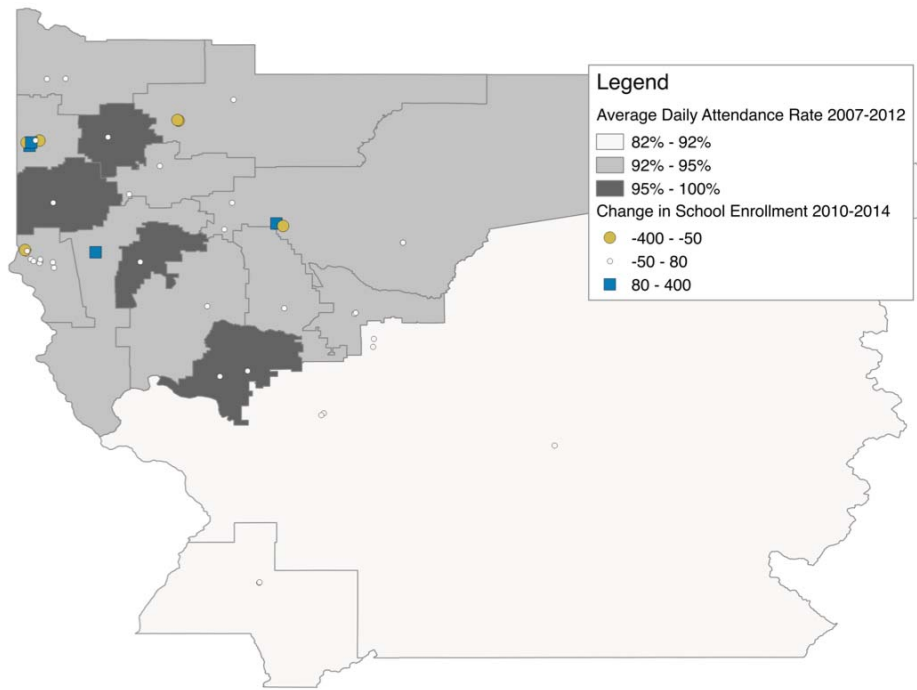
**Table 5.8 Region 2: Change in District and Charter School Enrollment**

Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>Region Total</b>			
Elementary	714	1,002	-251
Middle	522	-40	331
Secondary	289	258	-267
<b>Charter Schools</b>			
Elementary	495	313	-91
Middle	135	21	27
Secondary	52	25	34

Source: ECONorthwest, data from ISDE

Figure 5.6 is a map that displays Region 2 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 2 the Mountain View and Salmon River School Districts have had consistently lower attendance rates while the Cottonwood, Culdesac, Genesee, and Troy School Districts have seen higher attendance rates.

**Figure 5.6 Region 2: Enrollment Change (School) and Attendance Rate (District)**



Source: ECONorthwest, data from ISDE

## 5.4 Region 3: Boise/Meridian

Enrollment in Region 3 increased between 2010 and 2014. Enrollment gains were seen for all school levels. This period also saw increases in charter school enrollment for all school levels. There were gains and losses at individual schools and districts, evident in the information displayed in Figure 5.7.

**Table 5.9 Region 3: Total District and Charter School Enrollment**

School Enrollment	2000	2005	2010	2014
<b>Region Total</b>				
Elementary	47,524	55,233	66,419	70,372
Middle	19,892	23,505	27,820	30,187
Secondary	19,662	21,569	25,403	27,514
<b>Charter Schools</b>				
Elementary	112	759	2,767	4,711
Middle	68	300	1,900	2,448
Secondary	45	229	1,744	2,260

Source: ECONorthwest, data from ISDE



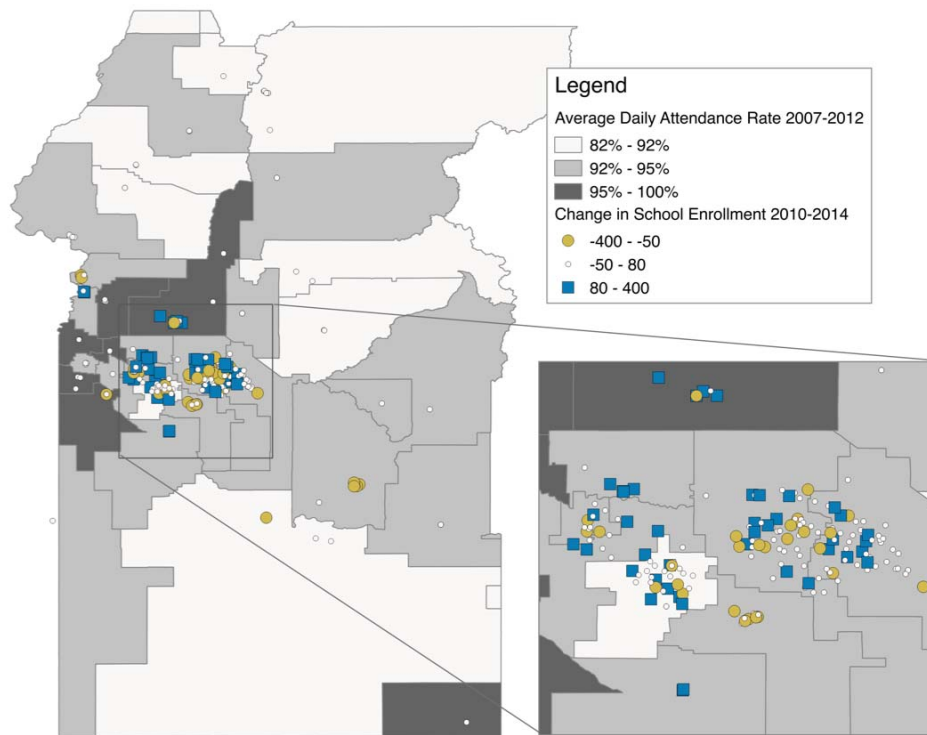
**Table 5.10 Region 3: Change in District and Charter School Enrollment**

Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>Region Total</b>			
Elementary	7,709	11,186	3,953
Middle	3,613	4,315	2,367
Secondary	1,907	3,834	2,111
<b>Charter Schools</b>			
Elementary	647	2,008	1,944
Middle	232	1,600	548
Secondary	184	1,515	516

Source: ECONorthwest, data from ISDE

Figure 5.7 is a map that displays Region 3 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 3 the Basin, Bruneau-Grand View, Cambridge, Midvale, Garden Valley, and Meadows Valley School District has had consistently lower attendance rates while the Marsing, New Plymouth, Notus, Homedale, Parma, Three Creek, and Emmet Independent School Districts saw consistently higher attendance rates.

**Figure 5.7 Region 3: Enrollment Change (School) and Attendance Rate (District)**



Source: ECONorthwest, data from ISDE

## 5.5 Region 4: Twin Falls

Enrollment in Region 4 increased between 2010 and 2014. Secondary school grades saw decreased enrollment in this time period, but these losses were offset by increases in elementary and middle school grades. This period saw increases in charter school enrollment for all school levels.

**Table 5.11 Region 4: Total District and Charter School Enrollment**

School Enrollment	2000	2005	2010	2014
<b>Region Total</b>				
Elementary	16,481	16,976	19,336	20,453
Middle	7,664	7,995	7,773	8,269
Secondary	7,403	6,972	7,573	7,319
<b>Charter Schools</b>				
Elementary	0	0	606	725
Middle	0	0	228	292
Secondary	0	0	268	334

Source: ECONorthwest, data from ISDE

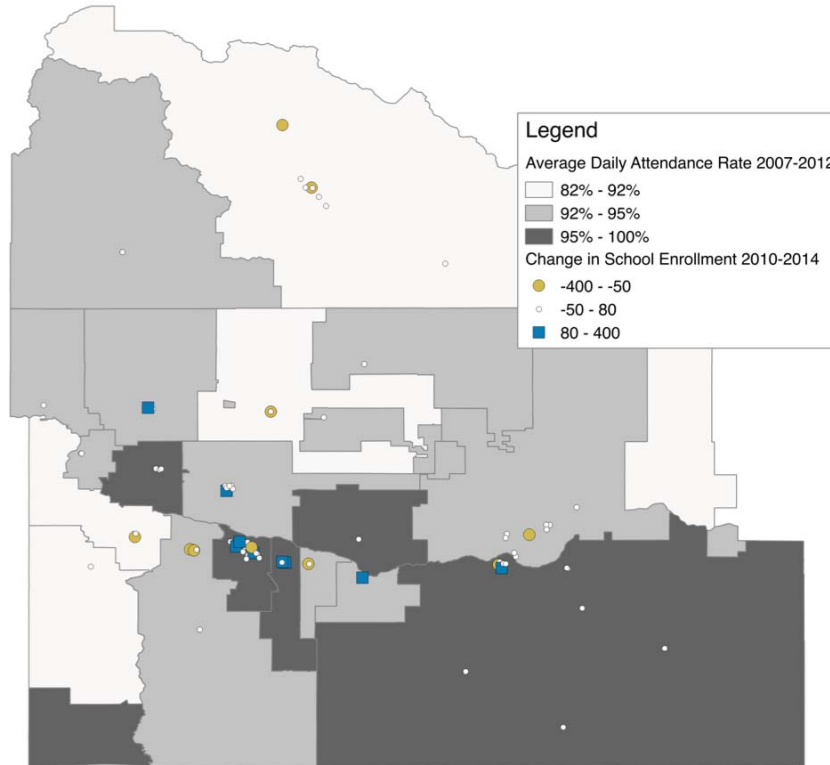
**Table 5.12 Region 4: Change in District and Charter School Enrollment**

Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>Region Total</b>			
Elementary	495	2,360	1,117
Middle	331	-222	496
Secondary	-431	601	-254
<b>Charter Schools</b>			
Elementary	0	606	119
Middle	0	228	64
Secondary	0	268	66

Source: ECONorthwest, data from ISDE

Figure 5.8 is a map that displays Region 4 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 4 the Castleford, Blaine County, Shoshone, and Buhl School District have had consistently lower attendance rates while the Cassia County, Twin Falls, Valley, Wendell, and Kimberly School Districts saw consistently higher attendance rates.

**Figure 5.8 Region 4: Enrollment Change (School) and Attendance Rate (District)**



Source: ECONorthwest, data from ISDE

## 5.6 Region 5: Pocatello

Enrollment in Region 5 increased between 2010 and 2014. Enrollment gains were seen for all school levels. This period also saw increases in charter school enrollment for all school levels. There were gains and losses at individual schools and districts, evident in the information displayed in Figure 5.9.

**Table 5.13 Region 5: Total District and Charter School Enrollment**

School Enrollment	2000	2005	2010	2014
<b>Region Total</b>				
Elementary	12,261	12,349	13,779	13,894
Middle	5,382	5,665	5,678	5,662
Secondary	6,560	5,771	5,372	5,490
<b>Charter Schools</b>				
Elementary	117	140	470	570
Middle	0	40	133	148
Secondary	0	0	0	202

Source: ECONorthwest, data from ISDE

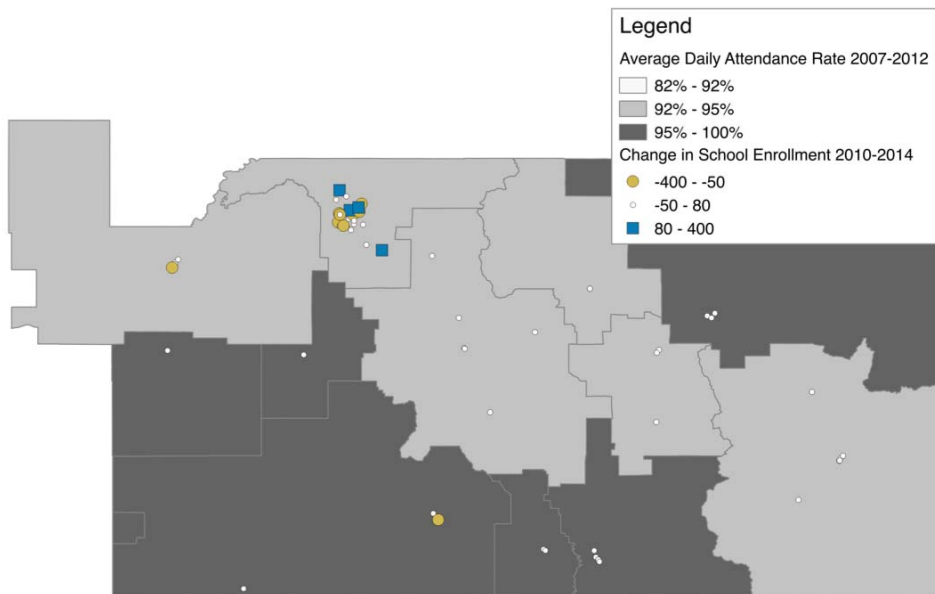
**Table 5.14 Region 5: Change in District and Charter School Enrollment**

Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>Region Total</b>			
Elementary	88	1,430	115
Middle	283	13	-16
Secondary	-789	-399	118
<b>Charter Schools</b>			
Elementary	23	330	100
Middle	40	93	15
Secondary	0	0	202

Source: ECONorthwest, data from ISDE

Figure 5.9 is a map that displays Region 5 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 5 the West Side, Soda Springs, Preston, Oneida, Rockland, and Arbon School Districts have had consistently higher attendance rates.

**Figure 5.9 Region 5: Enrollment Change (School) and Attendance Rate (District)**



Source: ECONorthwest, data from ISDE

## 5.7 Region 6: Idaho Falls

Enrollment in Region 6 increased between 2010 and 2014. Enrollment gains were seen for all school levels. This period also saw increases in charter school enrollment for all school levels. There were gains and losses at individual schools and districts, evident in the information displayed in Figure 5.10.

**Table 5.15 Region 6: Total District and Charter School Enrollment**

School Enrollment	2000	2005	2010	2014
<b>Region Total</b>				
Elementary	20,772	22,568	27,046	29,351
Middle	7,971	8,831	9,654	12,195
Secondary	10,717	9,955	10,165	10,771
<b>Charter Schools</b>				
Elementary	0	1,333	2,249	2,802
Middle	0	405	1,088	1,450
Secondary	0	0	443	843

Source: ECONorthwest, data from ISDE

**Table 5.16 Region 6: Change in District and Charter School Enrollment**

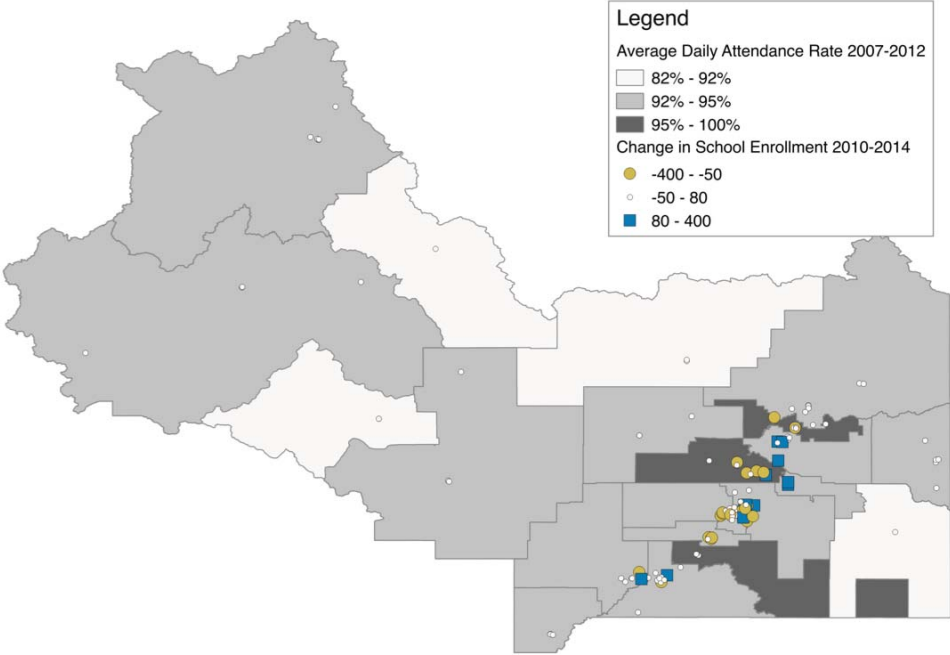
Change in School Enrollment	2000-2005	2005-2010	2010-2014
<b>Region Total</b>			
Elementary	1,796	4,478	2,305
Middle	860	823	2,541
Secondary	-762	210	606
<b>Charter Schools</b>			
Elementary	1,333	916	553
Middle	405	683	362
Secondary	0	443	400

Source: ECONorthwest, data from ISDE

Figure 5.10 is a map that displays Region 6 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 1 the Swan Valley, South Lemhi, Clark County, and Mackay School Districts have had consistently lower attendance rates while the Sugar-Salem, Firth and Jefferson County School Districts have saw consistently higher attendance rates.



Figure 5.10 Region 6: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

## 6 School-level Test Scores

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Test scores are one important indicator of student achievement. The State of Idaho has adopted the Idaho Standards Achievement Test (ISAT) as an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness. The ISAT is administered to students in grades 3-10 to provide ongoing monitoring of individual, school, district, and state progress. One requirement for high school graduation in Idaho is demonstration of proficiency on 10th grade test in reading, language usage, and mathematics. According to the Idaho State Department of Education

Proficiency on the 10th grade ISAT verifies that an Idaho student has met Idaho standards in reading, language usage, and mathematics. Academic proficiency is more than test scores. Competency in reading, language usage, mathematics, and science is the goal for every child. In accordance with No Child Left Behind, the ISAT measures proficiency in four key areas: reading, language usage, mathematics, and science.

Test scores are included in this report as a means of providing background on where there may be demand for new schooling options. In cases where existing schools have high shares of students failing to meet state standards there may be opportunities for new school services to be introduced that are designed specifically to address student achievement.

School-level test results for the ISAT are reported out in terms of the percent of tested students that fall in each of four categories (Below Basic, Basic, Proficient, and Advanced). For our purposes we have combined the Proficient and Advanced categories so that we can report the share of students that have scored at least at the Proficient level or greater. So a school with a 90 percent share of students scoring in the Proficient or Advanced categories also has 10 percent of the students failing to score at the Proficient level. The higher is the share of Proficient or Advance students at a school, of course, the better. To minimize the effects of anomalies we have also averaged all school results over the last two years of the ISAT tests.

### 6.1 4<sup>th</sup> Grade ISAT Scores

Statewide there are 13 schools (four percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels on the 4<sup>th</sup> grade reading ISAT. For the 4<sup>th</sup> grade math ISAT there were 33 schools (nine percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels. This information, along with the full distribution of results is displayed in Table 6.1 and Figure 6.1 below. The maps that follow display the location of schools where at least 25 percent of students fail to demonstrate proficiency for the reading and math ISAT respectively (Figure 6.2 and Figure 6.3).

**Table 6.1 Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	2	2	1%	1%
65 To 70	7	9	2%	3%
70 To 75	4	13	1%	4%
75 To 80	18	31	5%	9%
80 To 85	49	80	14%	23%
85 To 90	92	172	26%	49%
90 To 95	114	286	33%	82%
95 To 100	64	350	18%	100%

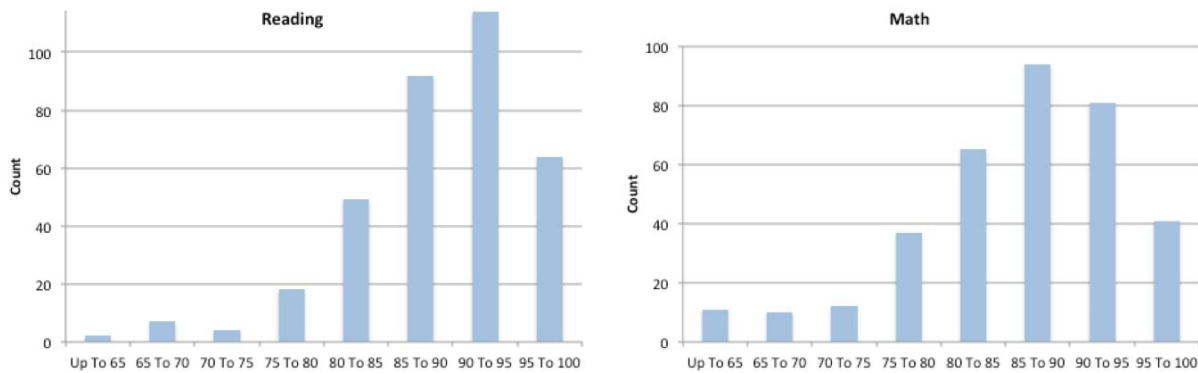
  

<b>Proficient or Advanced in 4th Grade Math</b>				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	11	11	3%	3%
65 To 70	10	21	3%	6%
70 To 75	12	33	3%	9%
75 To 80	37	70	11%	20%
80 To 85	65	135	19%	38%
85 To 90	94	229	27%	65%
90 To 95	81	310	23%	88%
95 To 100	41	351	12%	100%

Source: ECONorthwest, data from ISDE

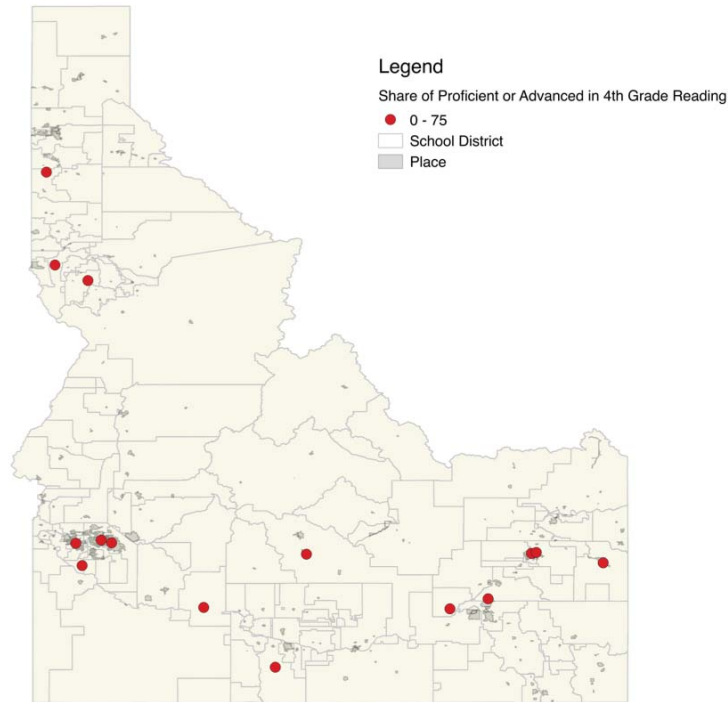
This same groupings of schools is also displayed in the histograms in Figure 6.1.

**Figure 6.1 Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



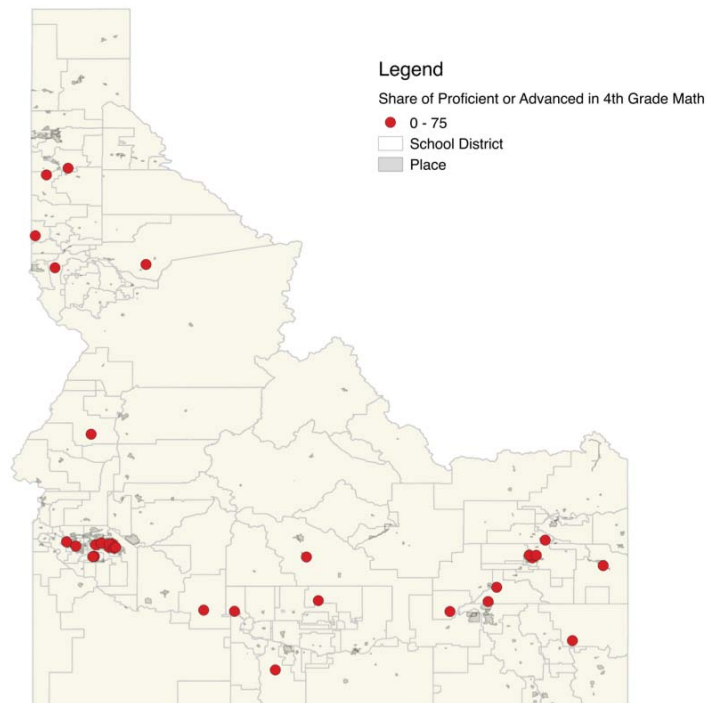
Source: ECONorthwest, data from ISDE

**Figure 6.2 Schools with 75% or Less of Students Proficient in 4<sup>th</sup> Grade Reading**



Source: ECONorthwest, data from ISDE

**Figure 6.3 Schools with 75% or Less of Students Proficient in 4<sup>th</sup> Grade Math**



Source: ECONorthwest, data from ISDE

## 6.2 8<sup>th</sup> Grade ISAT Scores

Statewide there are 9 schools (five percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels on the 8<sup>th</sup> grade reading ISAT. For the 8<sup>th</sup> grade math ISAT there were 62 schools (32 percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels. This information, along with the full distribution of results is displayed in Table 6.2 below.

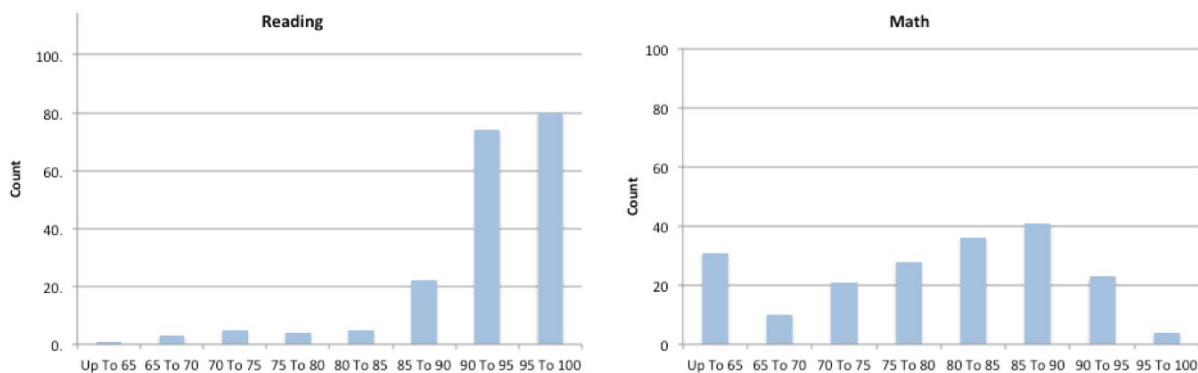
**Table 6.2 Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8<sup>th</sup> Grade Reading</b>				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	1	1	1%	1%
65 To 70	3	4	2%	2%
70 To 75	5	9	3%	5%
75 To 80	4	13	2%	7%
80 To 85	5	18	3%	9%
85 To 90	22	40	11%	21%
90 To 95	74	114	38%	59%
95 To 100	80	194	41%	100%
<b>Proficient or Advanced in 8<sup>th</sup> Grade Math</b>				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	31	31	16%	16%
65 To 70	10	41	5%	21%
70 To 75	21	62	11%	32%
75 To 80	28	90	14%	46%
80 To 85	36	126	19%	65%
85 To 90	41	167	21%	86%
90 To 95	23	190	12%	98%
95 To 100	4	194	2%	100%

Source: ECONorthwest, data from ISDE

This same grouping of schools is also displayed in the histograms in Figure 6.4.

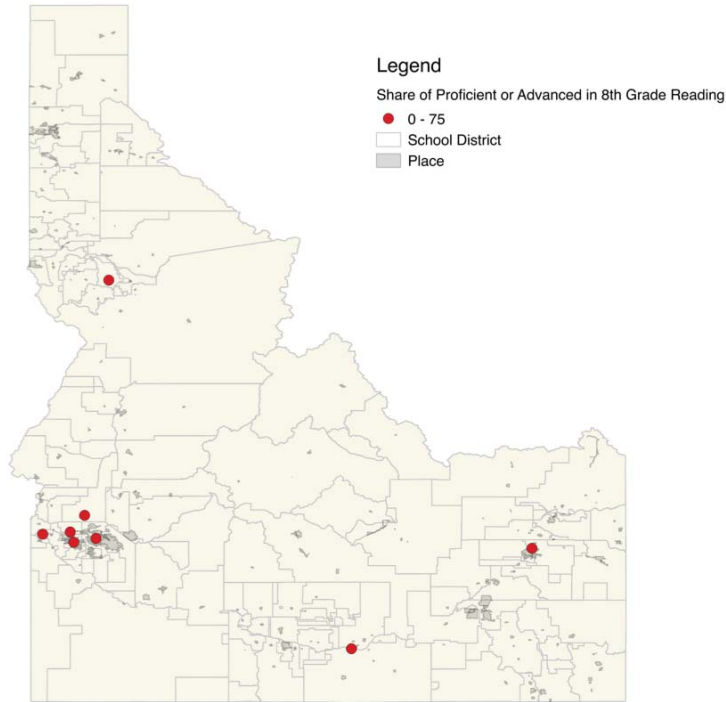
**Figure 6.4 Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

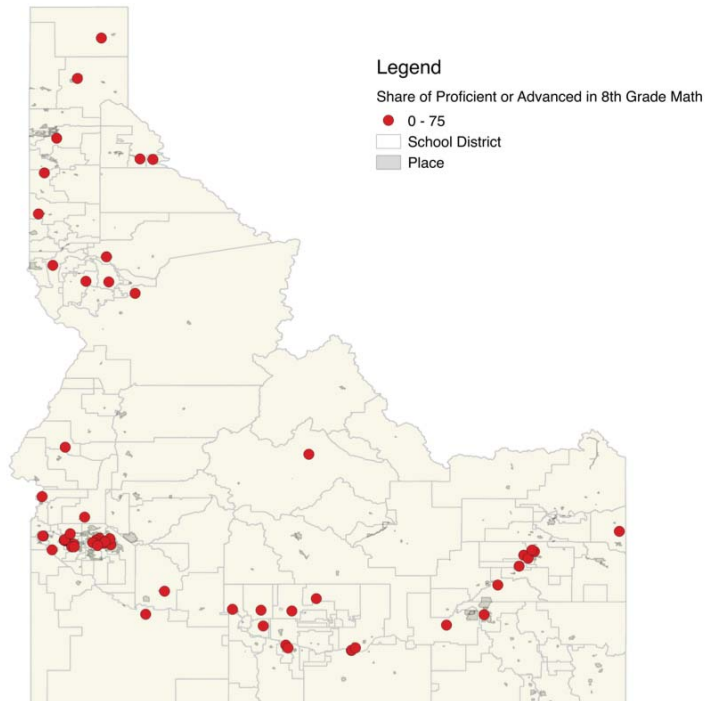


**Figure 6.5 Schools with 75% or Less of Students Proficient in 8<sup>th</sup> Grade Reading**



Source: ECONorthwest, data from ISDE

**Figure 6.6 Schools with 75% or Less of Students Proficient in 8<sup>th</sup> Grade Math**



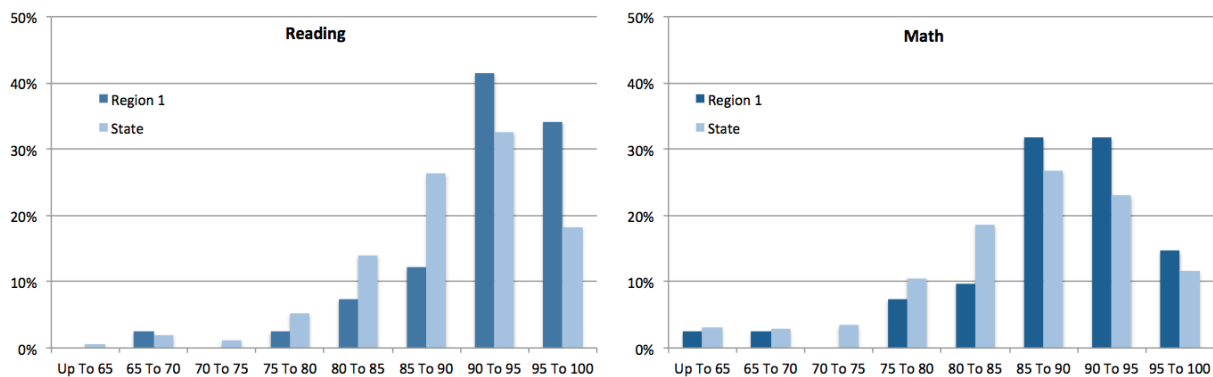
Source: ECONorthwest, data from ISDE

## 6.3 Test Results by Region

### 6.3.1 Region 1

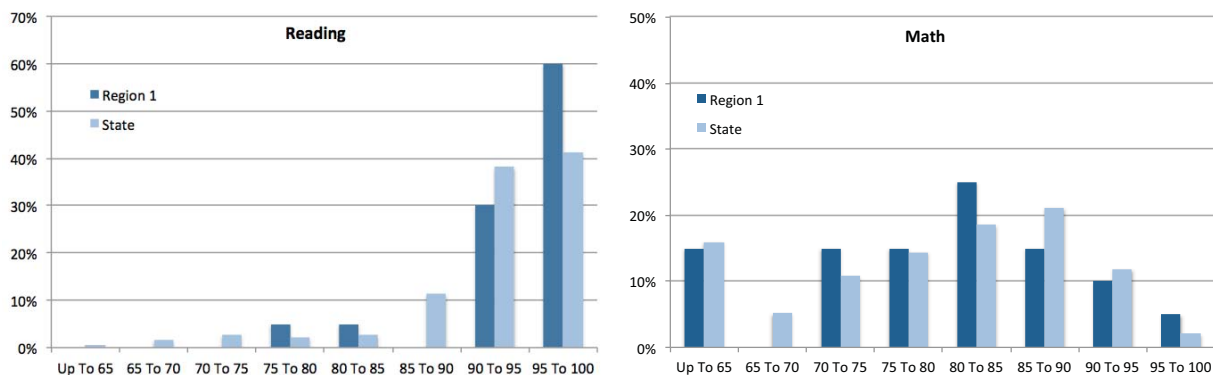
The distribution of 4<sup>th</sup> grade ISAT results for schools in Region 1 are better than the state as a whole. This is true for both 4<sup>th</sup> grade reading and math. This information is displayed in Figure 6.7 below. In Region 1 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4<sup>th</sup> grade reading was two percent (four percent statewide) and 5 percent for 4<sup>th</sup> grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly higher than was true for the state as a whole. The distribution of 8<sup>th</sup> grade ISAT results for schools in Region 1 are better than the state as a whole for reading but similar to state results for math (Figure 6.8). The share of Region 1 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8<sup>th</sup> grade reading was zero percent (five percent statewide) and 30 percent for 8<sup>th</sup> grade math (32 percent statewide).

**Figure 6.7 Region 1: Percent of Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Figure 6.8 Region 1: Percent of Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Table 6.3 Region 1: Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	1	1	2%	2%	
<i>70 To 75</i>	0	1	0%	2%	
<i>75 To 80</i>	1	2	2%	5%	
<i>80 To 85</i>	3	5	7%	12%	
<i>85 To 90</i>	5	10	12%	24%	
<i>90 To 95</i>	17	27	41%	66%	
<i>95 To 100</i>	14	41	34%	100%	
<b>Proficient or Advanced in 4th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	2%	2%	
<i>65 To 70</i>	1	2	2%	5%	
<i>70 To 75</i>	0	2	0%	5%	
<i>75 To 80</i>	3	5	7%	12%	
<i>80 To 85</i>	4	9	10%	22%	
<i>85 To 90</i>	13	22	32%	54%	
<i>90 To 95</i>	13	35	32%	85%	
<i>95 To 100</i>	6	41	15%	100%	

Source: ECONorthwest, data from ISDE

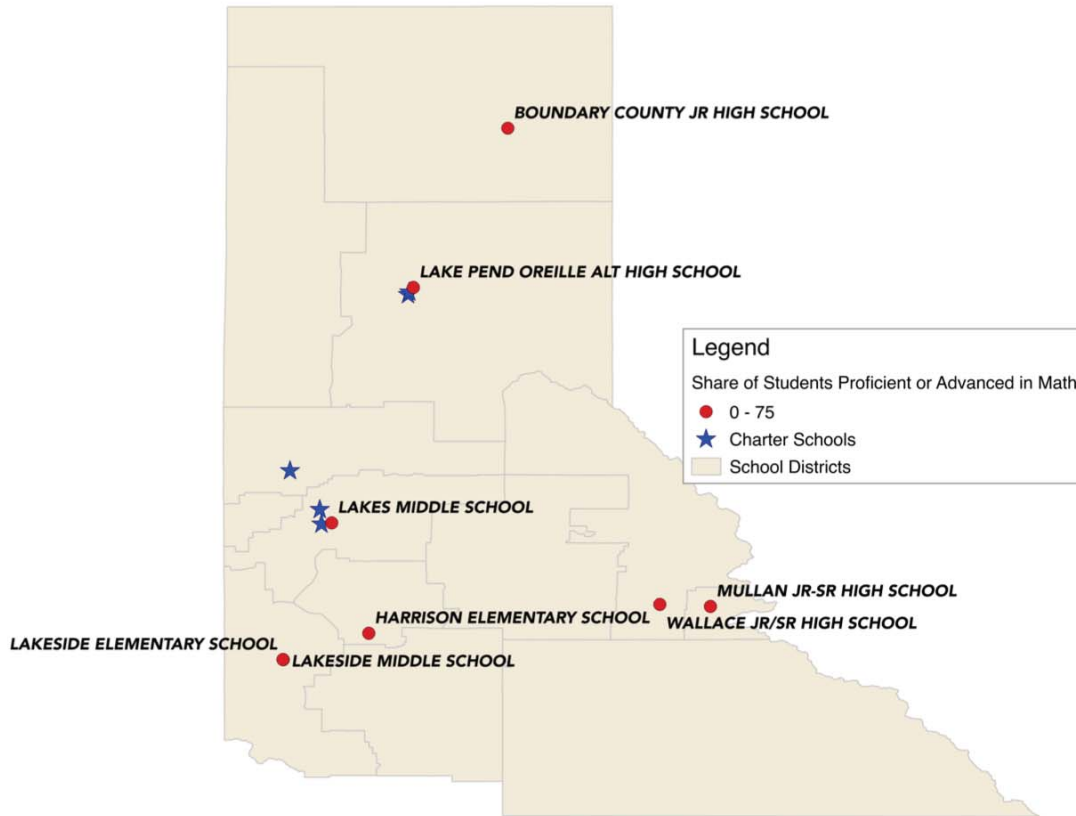
**Table 6.4 Region 1: Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	0	0	0%	0%	
<i>75 To 80</i>	1	1	5%	5%	
<i>80 To 85</i>	1	2	5%	10%	
<i>85 To 90</i>	0	2	0%	10%	
<i>90 To 95</i>	6	8	30%	40%	
<i>95 To 100</i>	12	20	60%	100%	
<b>Proficient or Advanced in 8th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	3	3	15%	15%	
<i>65 To 70</i>	0	3	0%	15%	
<i>70 To 75</i>	3	6	15%	30%	
<i>75 To 80</i>	3	9	15%	45%	
<i>80 To 85</i>	5	14	25%	70%	
<i>85 To 90</i>	3	17	15%	85%	
<i>90 To 95</i>	2	19	10%	95%	
<i>95 To 100</i>	1	20	5%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.9 is a map that displays schools in Region 1 with 25 percent or more students failing to meet proficiency on the 4<sup>th</sup> grade and/or the 8<sup>th</sup> grade math ISAT along with the location of charter schools within the region.

**Figure 6.9 Region 1 Schools with High Shares of Students Failing to Meet Math Proficiency**

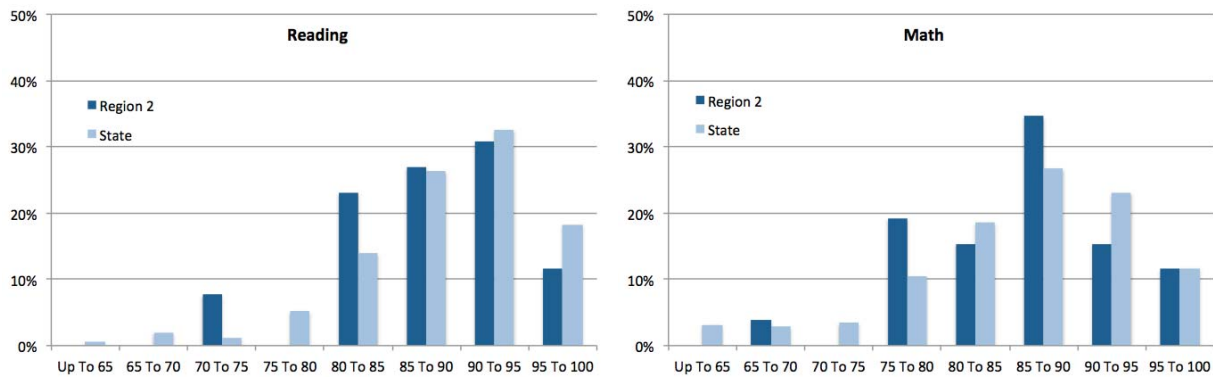


Source: ECONorthwest, data from ISDE

## Region 2

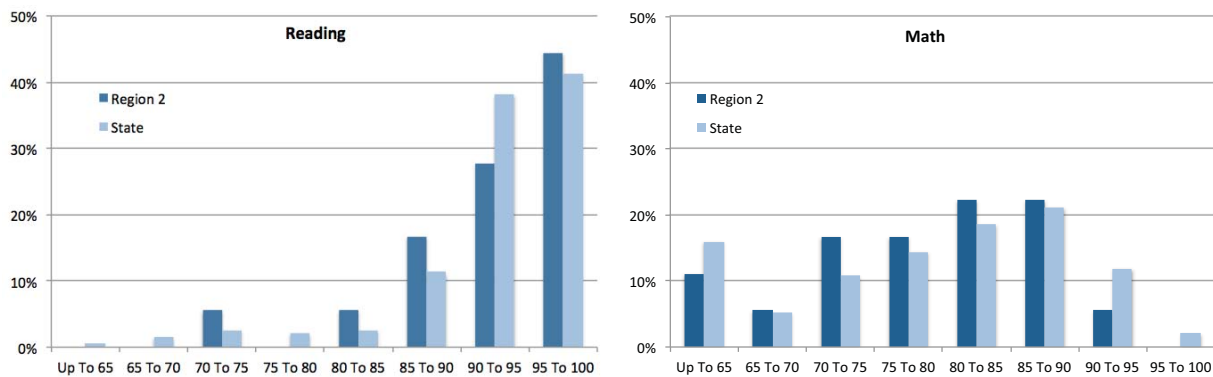
The distribution of 4<sup>th</sup> grade ISAT results for schools in Region 2 are slightly worse than the state as a whole. This is true for both 4<sup>th</sup> grade reading and math. This information is displayed in Figure 6.10 below. In Region 2 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4<sup>th</sup> grade reading was eight percent (four percent statewide) and 4 percent for 4<sup>th</sup> grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly lower than was true for the state as a whole. The distribution of 8<sup>th</sup> grade ISAT results for schools in Region 2 are similar to state results for both reading and math (Figure 6.11). The share of Region 2 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8<sup>th</sup> grade reading was six percent (five percent statewide) and 33 percent for 8<sup>th</sup> grade math (32 percent statewide).

**Figure 6.10 Region 2: Percent of Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Figure 6.11 Region 2: Percent of Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE



**Table 6.5 Region 2: Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	2	2	8%	8%	
<i>75 To 80</i>	0	2	0%	8%	
<i>80 To 85</i>	6	8	23%	31%	
<i>85 To 90</i>	7	15	27%	58%	
<i>90 To 95</i>	8	23	31%	88%	
<i>95 To 100</i>	3	26	12%	100%	

<b>Proficient or Advanced in 4th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	1	1	4%	4%	
<i>70 To 75</i>	0	1	0%	4%	
<i>75 To 80</i>	5	6	19%	23%	
<i>80 To 85</i>	4	10	15%	38%	
<i>85 To 90</i>	9	19	35%	73%	
<i>90 To 95</i>	4	23	15%	88%	
<i>95 To 100</i>	3	26	12%	100%	

Source: ECONorthwest, data from ISDE

**Table 6.6 Region 2: Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	1	1	6%	6%	
<i>75 To 80</i>	0	1	0%	6%	
<i>80 To 85</i>	1	2	6%	11%	
<i>85 To 90</i>	3	5	17%	28%	
<i>90 To 95</i>	5	10	28%	56%	
<i>95 To 100</i>	8	18	44%	100%	

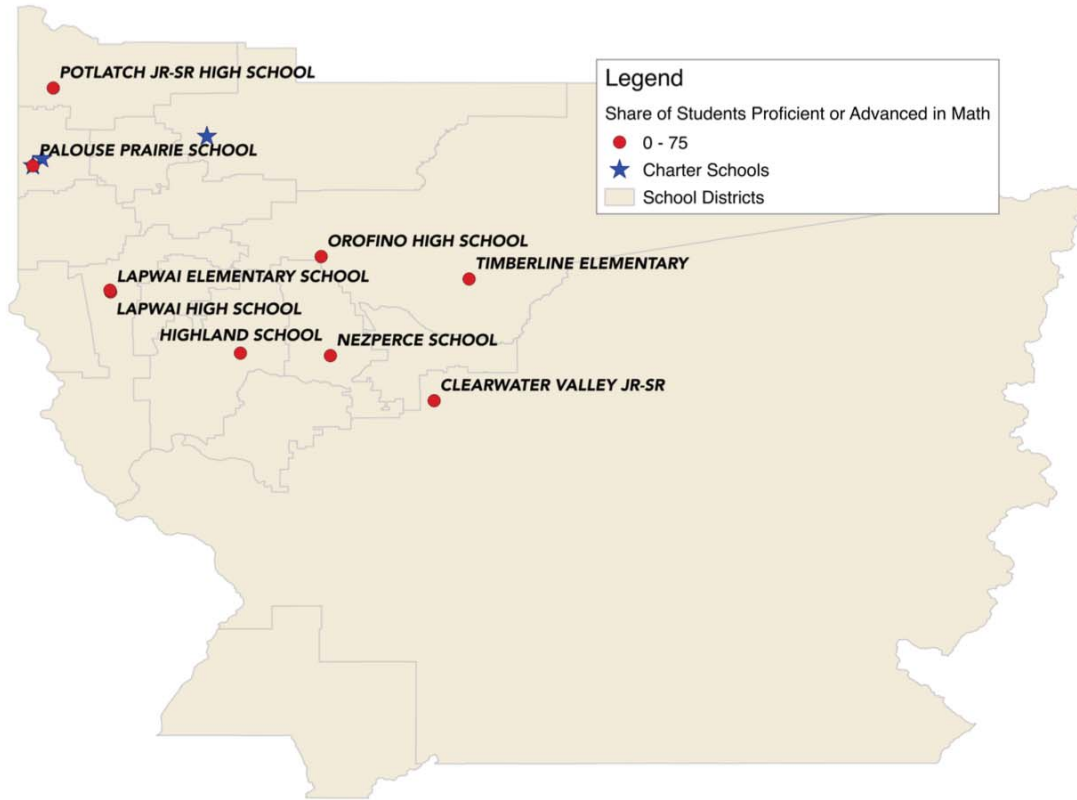
  

<b>Proficient or Advanced in 8th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	2	2	11%	11%	
<i>65 To 70</i>	1	3	6%	17%	
<i>70 To 75</i>	3	6	17%	33%	
<i>75 To 80</i>	3	9	17%	50%	
<i>80 To 85</i>	4	13	22%	72%	
<i>85 To 90</i>	4	17	22%	94%	
<i>90 To 95</i>	1	18	6%	100%	
<i>95 To 100</i>	0	18	0%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.12 is a map that displays schools in Region 2 with 25 percent or more students failing to meet proficiency on the 4<sup>th</sup> grade and/or the 8<sup>th</sup> grade math ISAT along with the location of charter schools within the region.

**Figure 6.12 Region 2 Schools with High Shares of Students Failing to Meet Math Proficiency**

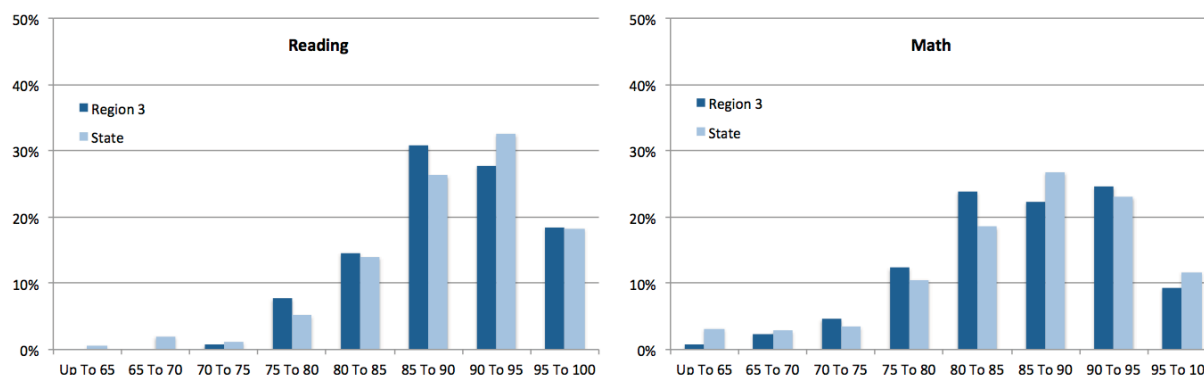


Source: ECONorthwest, data from ISDE

### Region 3

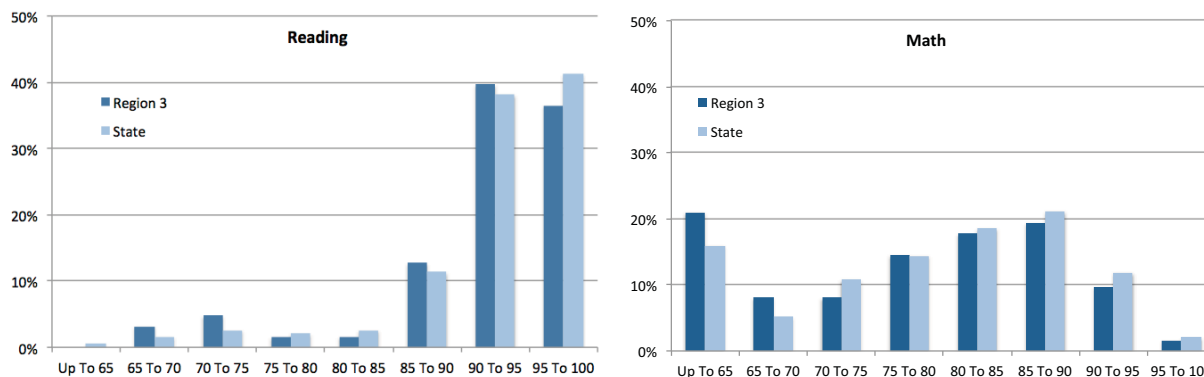
The distribution of 4<sup>th</sup> grade ISAT results for schools in Region 3 track closely with results for the state as a whole. This is true for both 4<sup>th</sup> grade reading and math. This information is displayed in Figure 6.13 below. In Region 3 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4<sup>th</sup> grade reading was one percent (four percent statewide) and eight percent for 4<sup>th</sup> grade math (nine percent statewide). The distribution of 8<sup>th</sup> grade ISAT results for schools in Region 3 are slightly worse than for the state as a whole for both reading and math (Figure 6.14). The share of Region 3 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8<sup>th</sup> grade reading was eight percent (five percent statewide) and 37 percent for 8<sup>th</sup> grade math (32 percent statewide).

**Figure 6.13 Region 3: Percent of Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Figure 6.14 Region 3: Percent of Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Table 6.7 Region 3: Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>					
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent	
Up To 65	0	0	0%	0%	
65 To 70	0	0	0%	0%	
70 To 75	1	1	1%	1%	
75 To 80	10	11	8%	8%	
80 To 85	19	30	15%	23%	
85 To 90	40	70	31%	54%	
90 To 95	36	106	28%	82%	
95 To 100	24	130	18%	100%	

<b>Proficient or Advanced in 4th Grade Math</b>					
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent	
Up To 65	1	1	1%	1%	
65 To 70	3	4	2%	3%	
70 To 75	6	10	5%	8%	
75 To 80	16	26	12%	20%	
80 To 85	31	57	24%	44%	
85 To 90	29	86	22%	66%	
90 To 95	32	118	25%	91%	
95 To 100	12	130	9%	100%	

Source: ECONorthwest, data from ISDE

**Table 6.8 Region 3: Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8th Grade Reading</b>					
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent	
Up To 65	0	0	0%	0%	
65 To 70	2	2	3%	3%	
70 To 75	3	5	5%	8%	
75 To 80	1	6	2%	10%	
80 To 85	1	7	2%	11%	
85 To 90	8	15	13%	24%	
90 To 95	25	40	40%	63%	
95 To 100	23	63	37%	100%	

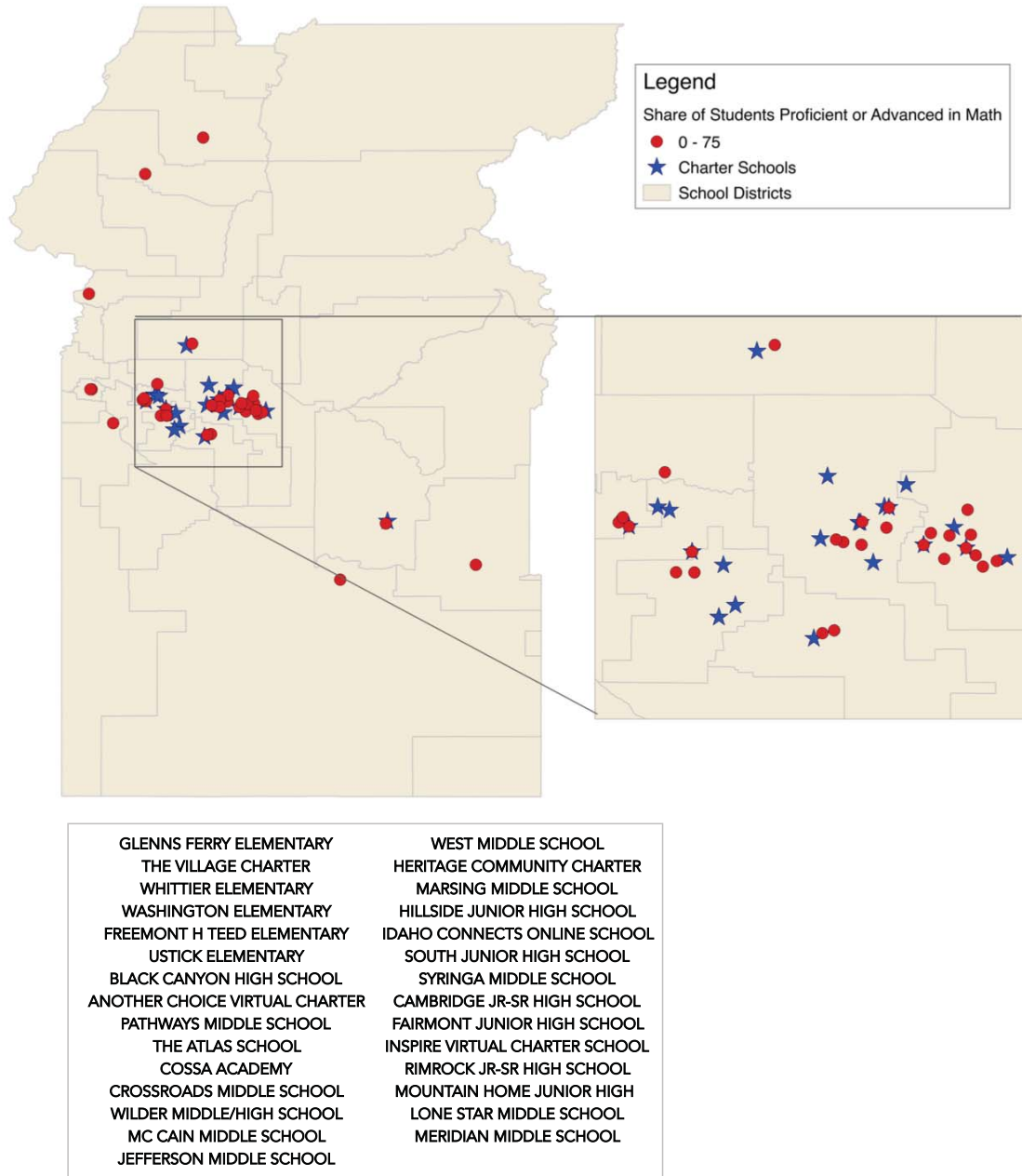
  

<b>Proficient or Advanced in 8th Grade Math</b>					
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent	
Up To 65	13	13	21%	21%	
65 To 70	5	18	8%	29%	
70 To 75	5	23	8%	37%	
75 To 80	9	32	15%	52%	
80 To 85	11	43	18%	69%	
85 To 90	12	55	19%	89%	
90 To 95	6	61	10%	98%	
95 To 100	1	62	2%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.15 is a map that displays schools in Region 3 with 25 percent or more students failing to meet proficiency on the 4<sup>th</sup> grade and/or the 8<sup>th</sup> grade math ISAT along with the location of charter schools within the region.

**Figure 6.15 Region 3 Schools with High Shares of Students Failing to Meet Math Proficiency**

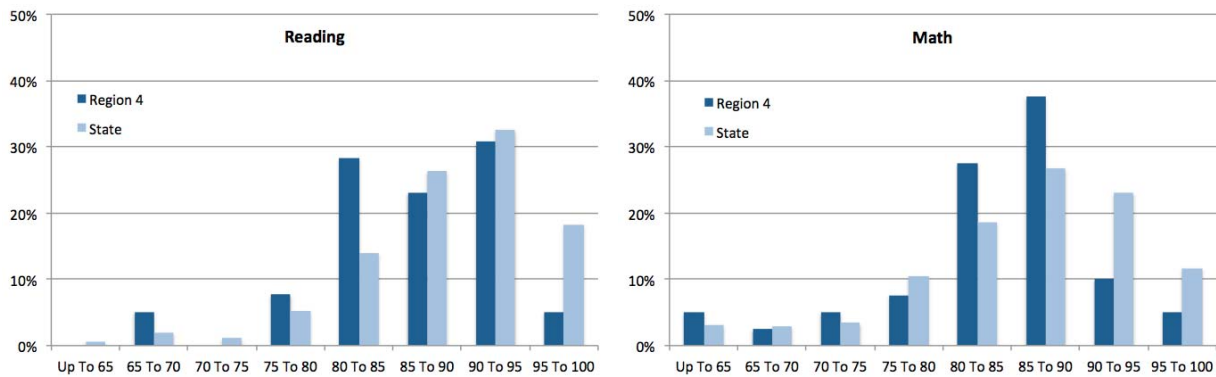


Source: ECONorthwest, data from ISDE

## Region 4

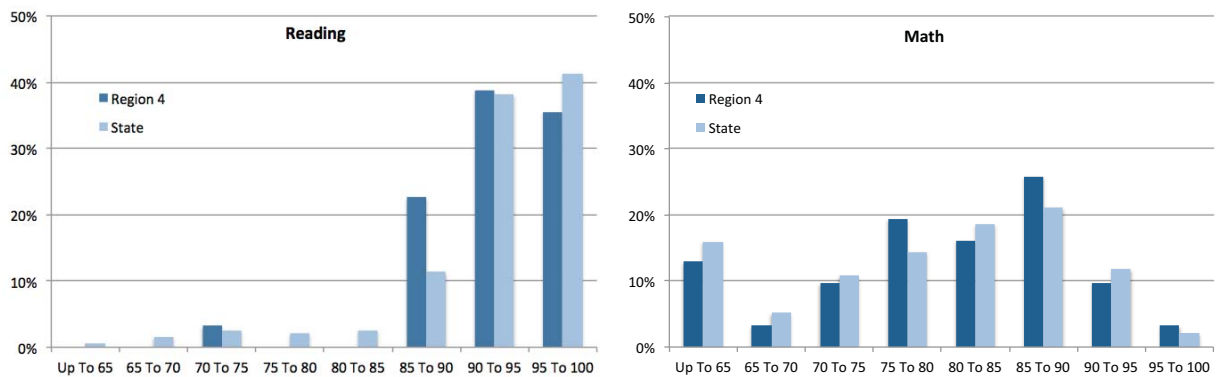
The distribution of 4<sup>th</sup> grade ISAT results for schools in Region 4 are slightly worse than the state as a whole. This is true for both 4<sup>th</sup> grade reading and math. This information is displayed in Figure 6.16 below. In Region 4 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4<sup>th</sup> grade reading was five percent (four percent statewide) and 13 percent for 4<sup>th</sup> grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly lower than was true for the state as a whole. The distribution of 8<sup>th</sup> grade ISAT results for schools in Region 4 are, however, somewhat better than the state as a whole for reading and for math (Figure 6.17). The share of Region 4 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8<sup>th</sup> grade reading was three percent (five percent statewide) and 26 percent for 8<sup>th</sup> grade math (32 percent statewide).

**Figure 6.16 Region 4: Percent of Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Figure 6.17 Region 4: Percent of Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE



**Table 6.9 Region 4: Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	0	0	0%	0%	
65 To 70	2	2	5%	5%	
70 To 75	0	2	0%	5%	
75 To 80	3	5	8%	13%	
80 To 85	11	16	28%	41%	
85 To 90	9	25	23%	64%	
90 To 95	12	37	31%	95%	
95 To 100	2	39	5%	100%	
<b>Proficient or Advanced in 4th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	2	2	5%	5%	
65 To 70	1	3	3%	8%	
70 To 75	2	5	5%	13%	
75 To 80	3	8	8%	20%	
80 To 85	11	19	28%	48%	
85 To 90	15	34	38%	85%	
90 To 95	4	38	10%	95%	
95 To 100	2	40	5%	100%	

Source: ECONorthwest, data from ISDE

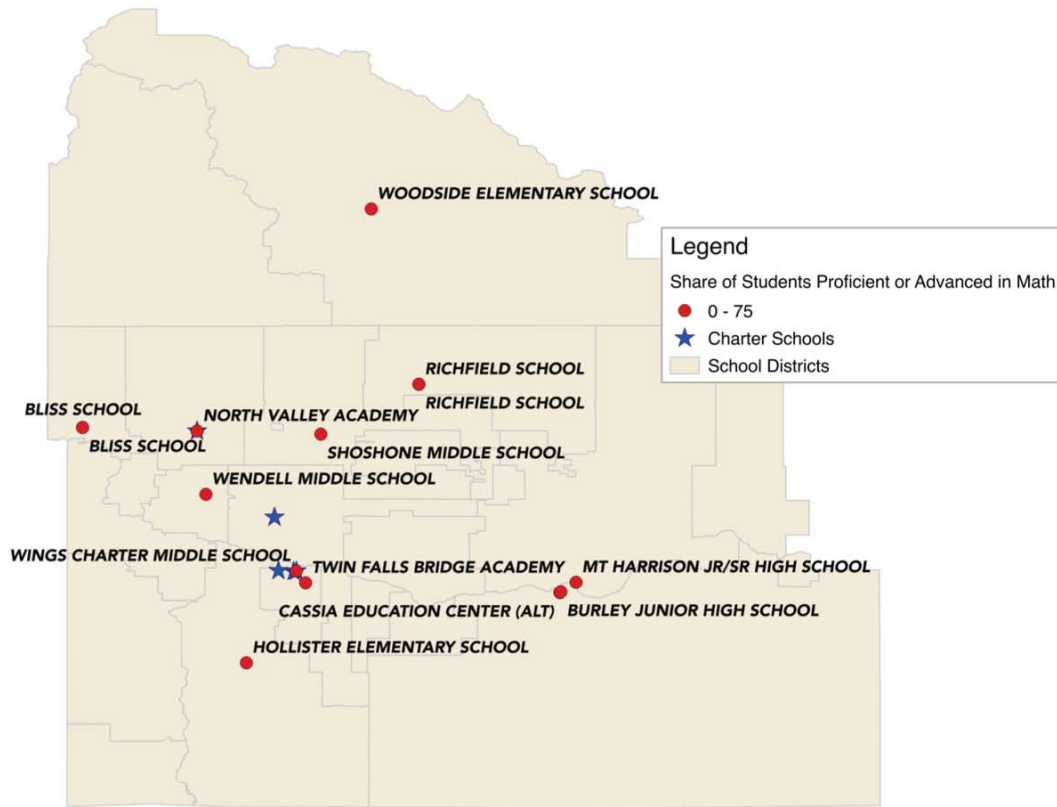
**Table 6.10 Region 4: Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	0	0	0%	0%	
65 To 70	0	0	0%	0%	
70 To 75	1	1	3%	3%	
75 To 80	0	1	0%	3%	
80 To 85	0	1	0%	3%	
85 To 90	7	8	23%	26%	
90 To 95	12	20	39%	65%	
95 To 100	11	31	35%	100%	
<b>Proficient or Advanced in 8th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	4	4	13%	13%	
65 To 70	1	5	3%	16%	
70 To 75	3	8	10%	26%	
75 To 80	6	14	19%	45%	
80 To 85	5	19	16%	61%	
85 To 90	8	27	26%	87%	
90 To 95	3	30	10%	97%	
95 To 100	1	31	3%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.18 is a map that displays schools in Region 4 with 25 percent or more students failing to meet proficiency on the 4<sup>th</sup> grade and/or the 8<sup>th</sup> grade math ISAT along with the location of charter schools within the region.

**Figure 6.18 Region 4 Schools with High Shares of Students Failing to Meet Math Proficiency**

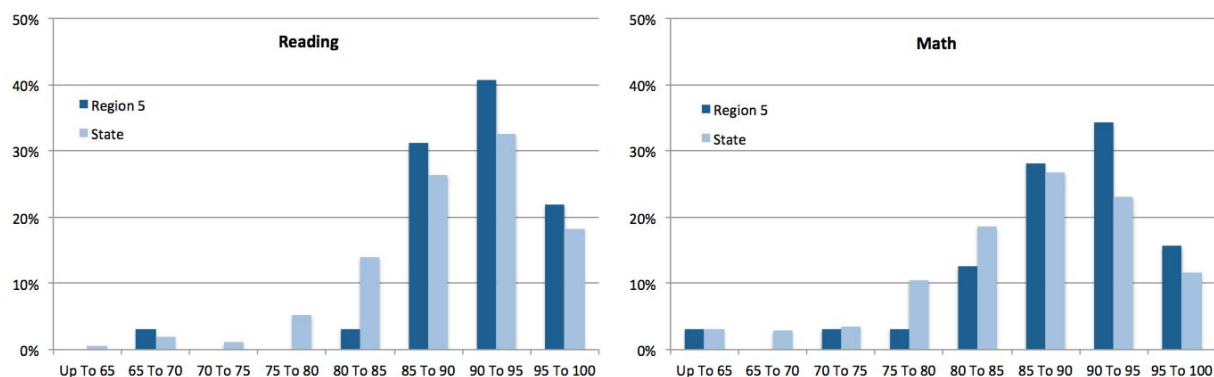


Source: ECONorthwest, data from ISDE

## Region 5

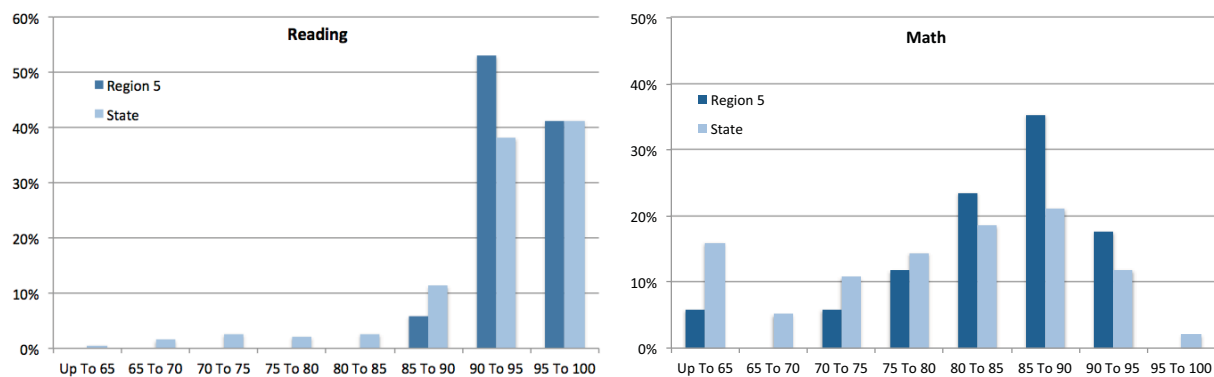
The distribution of 4<sup>th</sup> grade ISAT results for schools in Region 5 are similar but somewhat better than the state as a whole. This is true for both 4<sup>th</sup> grade reading and math. This information is displayed in Figure 6.19 below. In Region 5 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4<sup>th</sup> grade reading was three percent (four percent statewide) and six percent for 4<sup>th</sup> grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly higher than was true for the state as a whole. The distribution of 8<sup>th</sup> grade ISAT results for schools in Region 5 are also better than the state as a whole for reading and for math (Figure 6.20). The share of Region 5 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8<sup>th</sup> grade reading was zero percent (five percent statewide) and 12 percent for 8<sup>th</sup> grade math (32 percent statewide).

**Figure 6.19 Region 5: Percent of Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Figure 6.20 Region 5: Percent of Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Table 6.11 Region 5: Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	1	1	3%	3%	
<i>70 To 75</i>	0	1	0%	3%	
<i>75 To 80</i>	0	1	0%	3%	
<i>80 To 85</i>	1	2	3%	6%	
<i>85 To 90</i>	10	12	31%	38%	
<i>90 To 95</i>	13	25	41%	78%	
<i>95 To 100</i>	7	32	22%	100%	
<b>Proficient or Advanced in 4th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	3%	3%	
<i>65 To 70</i>	0	1	0%	3%	
<i>70 To 75</i>	1	2	3%	6%	
<i>75 To 80</i>	1	3	3%	9%	
<i>80 To 85</i>	4	7	13%	22%	
<i>85 To 90</i>	9	16	28%	50%	
<i>90 To 95</i>	11	27	34%	84%	
<i>95 To 100</i>	5	32	16%	100%	

Source: ECONorthwest, data from ISDE

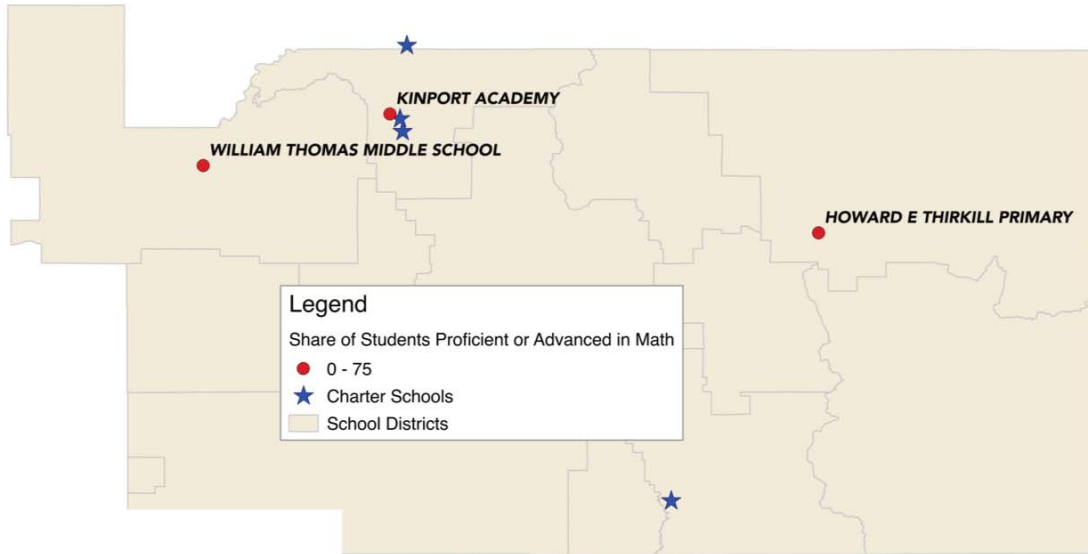
**Table 6.12 Region 5: Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	0	0	0%	0%	
<i>75 To 80</i>	0	0	0%	0%	
<i>80 To 85</i>	0	0	0%	0%	
<i>85 To 90</i>	1	1	6%	6%	
<i>90 To 95</i>	9	10	53%	59%	
<i>95 To 100</i>	7	17	41%	100%	
<b>Proficient or Advanced in 8th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	6%	6%	
<i>65 To 70</i>	0	1	0%	6%	
<i>70 To 75</i>	1	2	6%	12%	
<i>75 To 80</i>	2	4	12%	24%	
<i>80 To 85</i>	4	8	24%	47%	
<i>85 To 90</i>	6	14	35%	82%	
<i>90 To 95</i>	3	17	18%	100%	
<i>95 To 100</i>	0	17	0%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.21 is a map that displays schools in Region 5 with 25 percent or more students failing to meet proficiency on the 4<sup>th</sup> grade and/or the 8<sup>th</sup> grade math ISAT along with the location of charter schools within the region.

**Figure 6.21 Region 5 Schools with High Shares of Students Failing to Meet Math Proficiency**

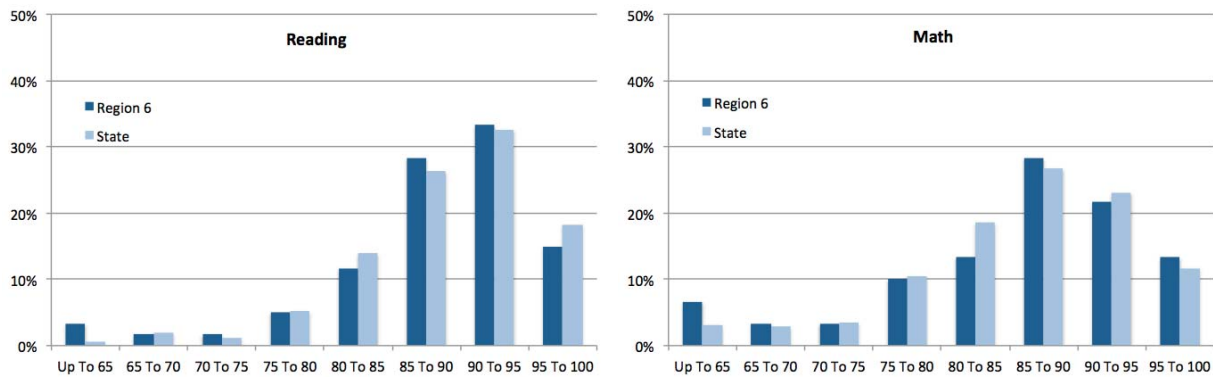


Source: ECONorthwest, data from ISDE

## Region 6

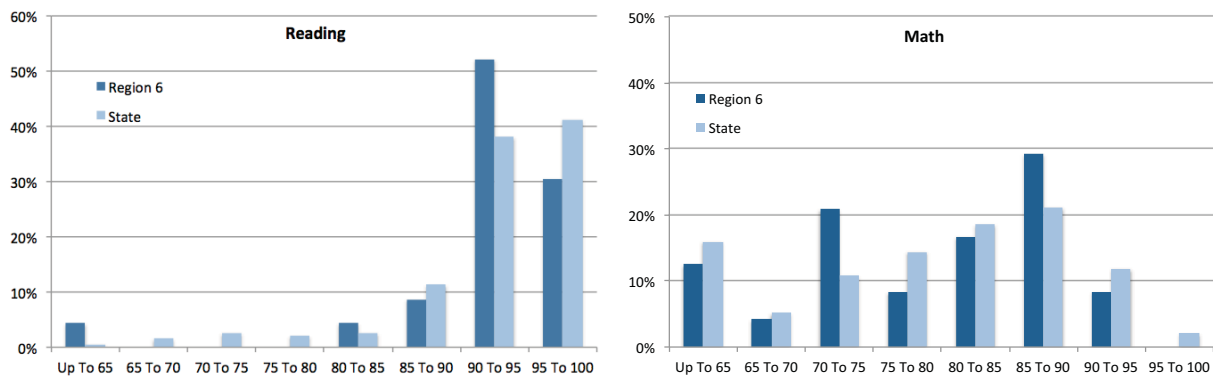
The distribution of 4<sup>th</sup> grade ISAT results for schools in Region 6 are similar to but slightly worse than the state as a whole. This is true for both 4<sup>th</sup> grade reading and math. This information is displayed in Figure 6.22 below. In Region 6 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4<sup>th</sup> grade reading was two percent (four percent statewide) and 13 percent for 4<sup>th</sup> grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results, however, was similar to the state as a whole. The distribution of 8<sup>th</sup> grade ISAT results for schools in Region 6 are also somewhat worse than the state as a whole for reading and for math (Figure 6.23). The share of Region 6 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8<sup>th</sup> grade reading was four percent (five percent statewide) and 38 percent for 8<sup>th</sup> grade math (32 percent statewide).

**Figure 6.22 Region 6: Percent of Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE

**Figure 6.23 Region 6: Percent of Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**



Source: ECONorthwest, data from ISDE



**Table 6.13 Region 6: Schools by Shares of 4<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 4th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	2	2	3%	3%	
65 To 70	1	3	2%	5%	
70 To 75	1	4	2%	7%	
75 To 80	3	7	5%	12%	
80 To 85	7	14	12%	23%	
85 To 90	17	31	28%	52%	
90 To 95	20	51	33%	85%	
95 To 100	9	60	15%	100%	
<b>Proficient or Advanced in 4th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	4	4	7%	7%	
65 To 70	2	6	3%	10%	
70 To 75	2	8	3%	13%	
75 To 80	6	14	10%	23%	
80 To 85	8	22	13%	37%	
85 To 90	17	39	28%	65%	
90 To 95	13	52	22%	87%	
95 To 100	8	60	13%	100%	

Source: ECONorthwest, data from ISDE

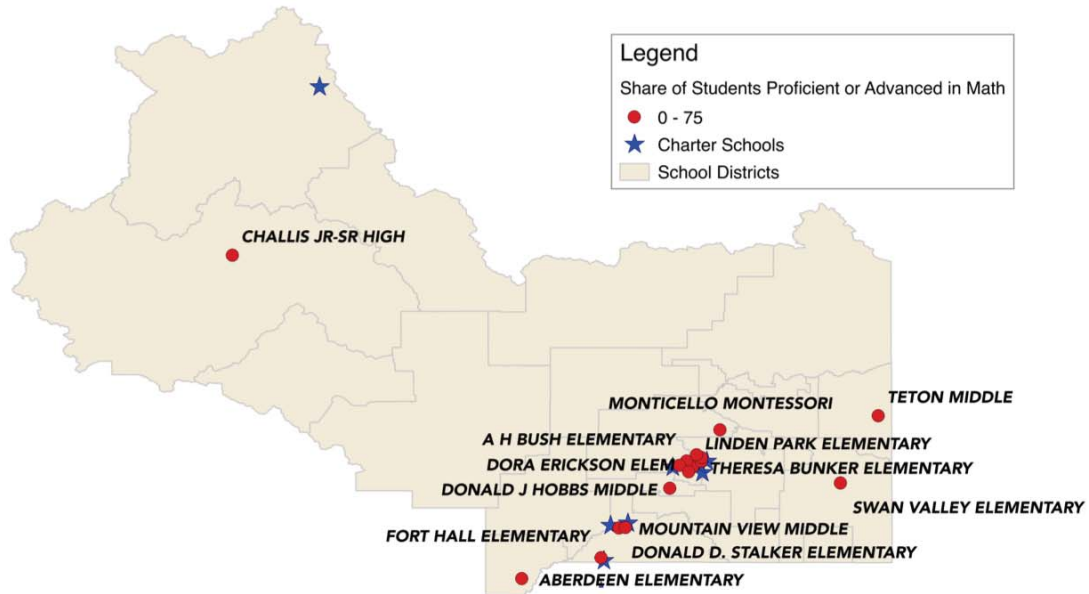
**Table 6.14 Region 6: Schools by Shares of 8<sup>th</sup> Grade Students Proficient or Advanced**

<b>Proficient or Advanced in 8th Grade Reading</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	1	1	4%	4%	
65 To 70	0	1	0%	4%	
70 To 75	0	1	0%	4%	
75 To 80	0	1	0%	4%	
80 To 85	1	2	4%	9%	
85 To 90	2	4	9%	17%	
90 To 95	12	16	52%	70%	
95 To 100	7	23	30%	100%	
<b>Proficient or Advanced in 8th Grade Math</b>					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	3	3	13%	13%	
65 To 70	1	4	4%	17%	
70 To 75	5	9	21%	38%	
75 To 80	2	11	8%	46%	
80 To 85	4	15	17%	63%	
85 To 90	7	22	29%	92%	
90 To 95	2	24	8%	100%	
95 To 100	0	24	0%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.24 is a map that displays schools in Region 6 with 25 percent or more students failing to meet proficiency on the 4<sup>th</sup> grade and/or the 8<sup>th</sup> grade math ISAT along with the location of charter schools within the region.

**Figure 6.24 Region 6 Schools with High Shares of Students Failing to Meet Math Proficiency**



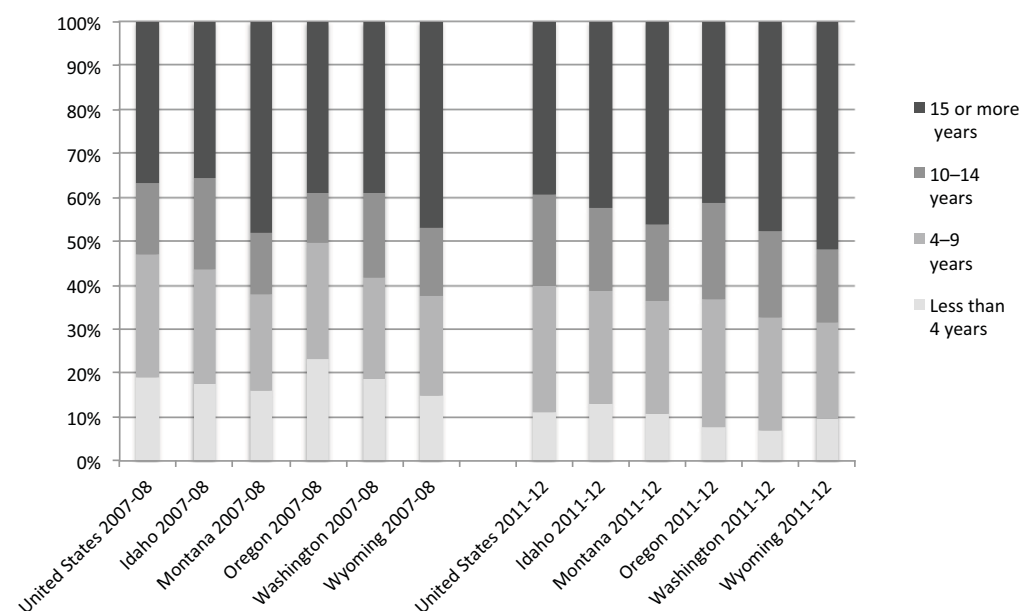
Source: ECONorthwest, data from ISDE

## 7 Staffing

Education is a labor-intensive industry, and the vast majority of resources dedicated to education services are associated with school and district employees. The development of new charter schools, or the expansion of existing schools, in Idaho will draw from essentially the same labor market as is available to traditional public schools. This study includes an examination of staffing experience levels in Idaho as a means of providing background information regarding the availability of labor resources for new school formation or school expansion.

As is evident in Figure 7.1 the distribution of teachers by years of experience in Idaho, neighboring states and the U.S. as a whole has been changing over recent years toward a greater number of more experienced teachers. The distribution of teachers by experience level in Idaho matches pretty closely with the U.S. as a whole. Montana, Washington, and Wyoming each have greater shares of more experienced teachers, with Washington and Wyoming seeing the greatest gains in teachers with 15 or more years of experience between 2007-08 and 2011-12. The aging of the teacher workforce is in many settings a deterministic outcome of hiring rules that require the most recently hired teachers to be the first let go during times of fiscal retrenchment or drops in enrollment. The literature on teacher experience, teacher quality and student outcomes is extensive, complex and multi-faceted. We do not attempt to summarize this literature or draw conclusions about the policy implications of teacher experience levels in Idaho, rather we simply document the current availability of teachers by experience level as a component of the education market in which charter schools must operate.

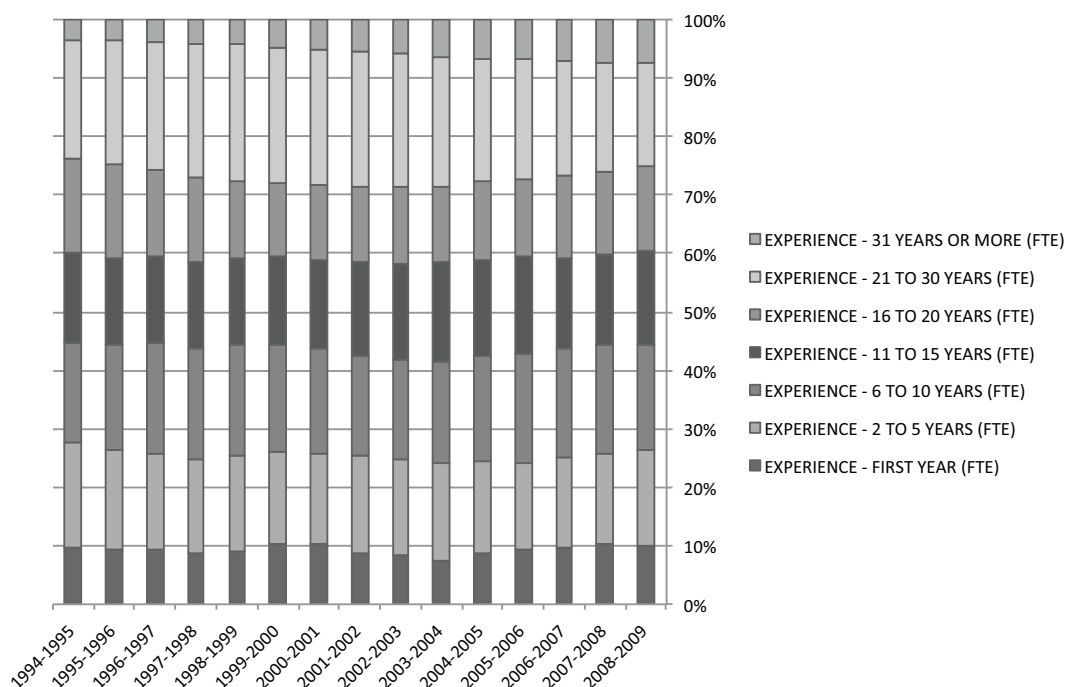
**Figure 7.1 Idaho Teacher Experience Compared with U.S. and Nearby States**



Source: National Center for Education Statistics, Schools and Staffing Survey (SASS)

A more detailed look at all school district staff in Idaho shows the changing experience profile between 1994-95 and 2008-09 (Figure 7.2). Idaho displays a fairly stable pattern of churn (replacement of staff cycling out of the work force with newer, less experienced staff), with a modest increase in the share of staff with 31 years or more of experience.

**Figure 7.2 Share of Staff by Experience Level in Idaho (All Staff 1994-2008)**



Source: ECONorthwest, data from ISDE

Table 7.1 displays shares of staff by experience level for each of three types of district staff (instructional services, school administration, and district administration) in 1994-95 and in 2008-09. When administrative staff are isolated in this manner we see a higher share of these staff with the greatest years of experience. This is not entirely surprising since many administrators begin their administrative duties later in their careers. While administrative staff positions have a higher share of more experienced individuals the shares of administrative staff with 21 or more years of experience declined between 1994-95 and 2008-09. The share of instructional services staff with 21 or more years of experience increased between 1994-95 and 2008-09.

Figures Figure 7.3, Figure 7.4 and Figure 7.6 display the distribution of experience levels and age levels respectively for each staff type in 1994-95 and 2008-09 for the state of Idaho.

**Table 7.1 Share of Staff by Staff Type and Experience Level and Age in Idaho 1994 and 2009**

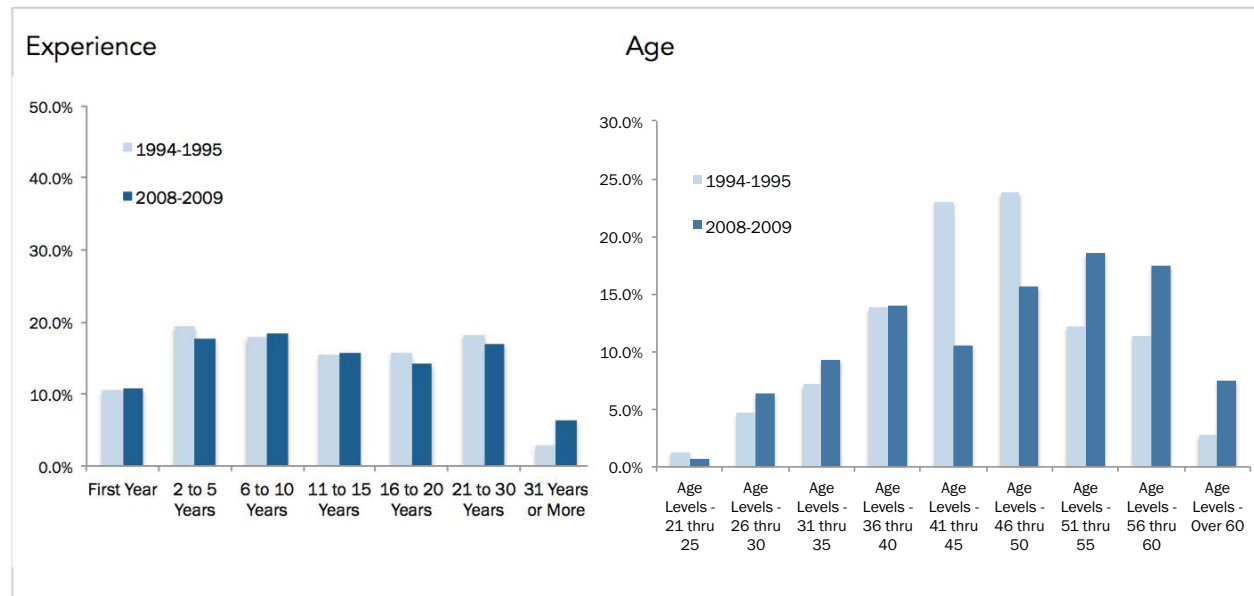
EXPERIENCE LEVEL	INSTRUCTIONAL SERV.		SCHOOL ADMIN.		DISTRICT ADMIN.	
	1994-1995	2008-2009	1994-1995	2008-2009	1994-1995	2008-2009
FIRST YEAR	10.6%	10.7%	0.3%	0.1%	1.0%	0.4%
2 TO 5 YEARS	19.5%	17.8%	1.1%	2.0%	2.4%	2.9%
6 TO 10 YEARS	17.8%	18.3%	7.4%	14.7%	6.1%	11.2%
11 TO 15 YEARS	15.3%	15.7%	15.2%	23.0%	10.1%	14.1%
16 TO 20 YEARS	15.6%	14.1%	24.3%	18.7%	17.5%	14.0%
21 TO 30 YEARS	18.2%	16.9%	42.3%	27.1%	43.8%	32.2%
31 YEARS OR MORE	2.9%	6.4%	9.3%	14.2%	19.1%	25.2%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

AGE LEVEL	INSTRUCTIONAL SERV.		SCHOOL ADMIN.		DISTRICT ADMIN.	
	1994-1995	2008-2009	1994-1995	2008-2009	1994-1995	2008-2009
Age Levels - 21 thru 25	1.3%	0.7%	0.0%	0.0%	0.0%	0.0%
Age Levels - 26 thru 30	4.7%	6.4%	1.0%	1.7%	0.5%	1.7%
Age Levels - 31 thru 35	7.2%	9.3%	4.3%	9.0%	2.5%	4.4%
Age Levels - 36 thru 40	13.8%	14.0%	9.8%	19.2%	6.9%	9.5%
Age Levels - 41 thru 45	23.0%	10.6%	25.7%	15.5%	19.7%	11.0%
Age Levels - 46 thru 50	23.8%	15.6%	26.7%	15.6%	24.1%	12.5%
Age Levels - 51 thru 55	12.2%	18.5%	19.7%	19.0%	25.8%	26.8%
Age Levels - 56 thru 60	11.4%	17.4%	10.9%	14.4%	13.9%	23.1%
Age Levels - Over 60	2.8%	7.5%	2.0%	5.6%	6.5%	10.9%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

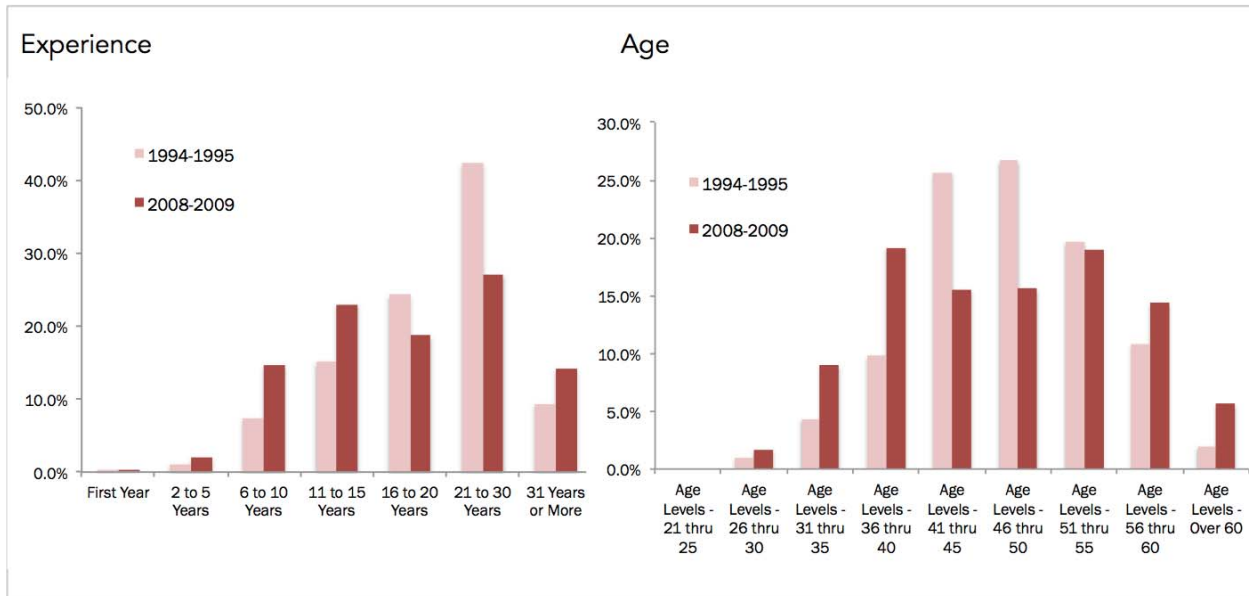
Source: ECONorthwest, data from ISDE

**Figure 7.3 Instructional Services Staff Experience and Age**



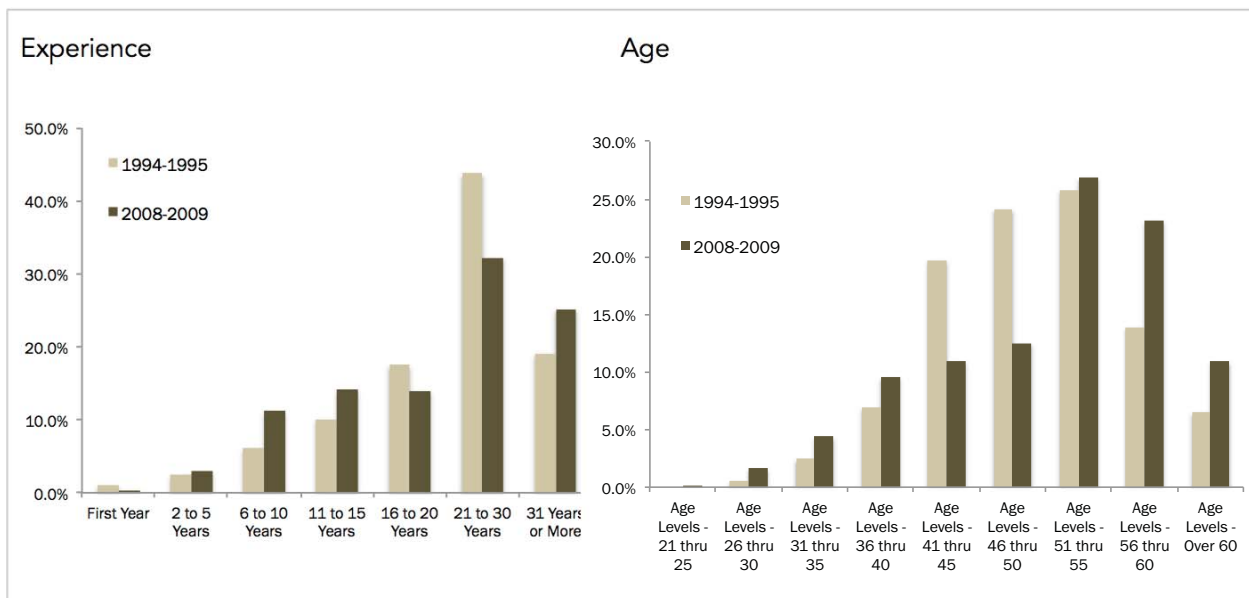
Source: ECONorthwest, data from ISDE

**Figure 7.4 School Administration Staff Experience and Age**



Source: ECONorthwest, data from ISDE

**Figure 7.5 District Administration Staff Experience and Age**



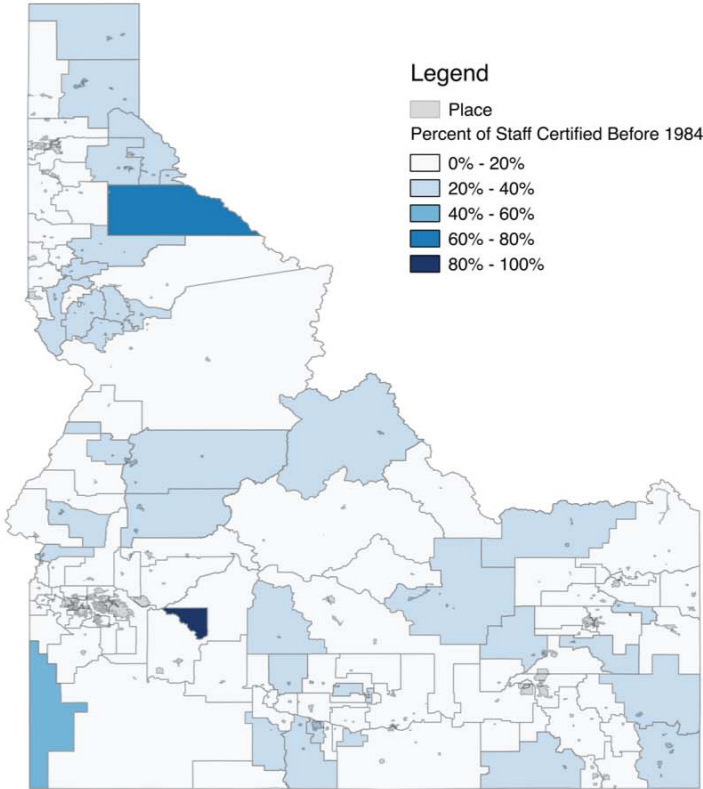
Source: ECONorthwest, data from ISDE

But in particular the age distribution of instructional service staff has shifted noticeably toward more staff in the 51 years or older categories. The same labor market maturation is true of district administrators as well. It is these groups of staff that are poised to voluntarily leave the labor market over the coming years.

To better understand the specific markets within Idaho that might see staff turnover during the next few years the share of certified staff in each district that were first certified during or before 1984 is displayed in Figure 7.6 below.



Figure 7.6 Share of Certified Staff First Certified in 1984 or Before



Source: ECONorthwest, data from ISDE

## 8 Expenditures

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### 8.1 Background

Charter schools in Idaho receive funding directly from the state Education Support Program. The apportionment methods are well described on the ISDE web page.

<http://www.sde.idaho.gov/site/superintendentMeeting/Pres/Public%20School%20Finance%20Overview/Funding%20Formula%20FY12,%20Tim%20Hill.pdf>

State funds are distributed to schools according to statute (Title 33, Chapter 10, Idaho Code). The bulk of funding is calculated on a Support Unit basis briefly described below, but other distributions such as transportation, bond levy equalization support and a variety of other programs are distributed according to specific statute and rules.

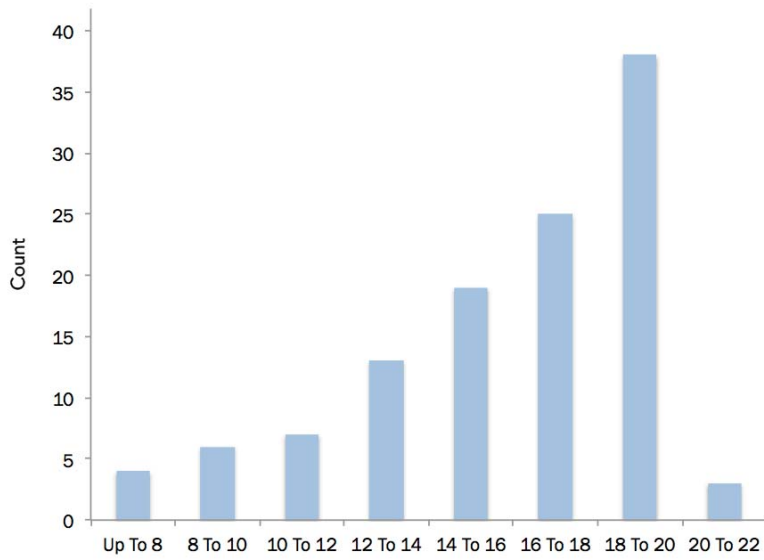
The primary factors in the apportionment formula are Average Daily Attendance (ADA), and an Experience and Education Multiplier. ADA is converted into Support Units in a manner that takes the overall size of the School District or Charter School into consideration. Support Units are funded with a statewide average allocation that is determined by staff allowances and then adjusted for each district using the Experience and Education Multiplier.

According to the ISDE a school district's or charter school's Salary Apportionment is basically: **Support Units x Staff Allowance Ratio x Index (except Classified) x Base Salary.**

In summary, the state allocation per ADA received by a school district or charter school is generally based on 1) size of the district or school program in terms of ADA, 2) the mix of students and grade levels served, and 3) the level of experience of current program staff.

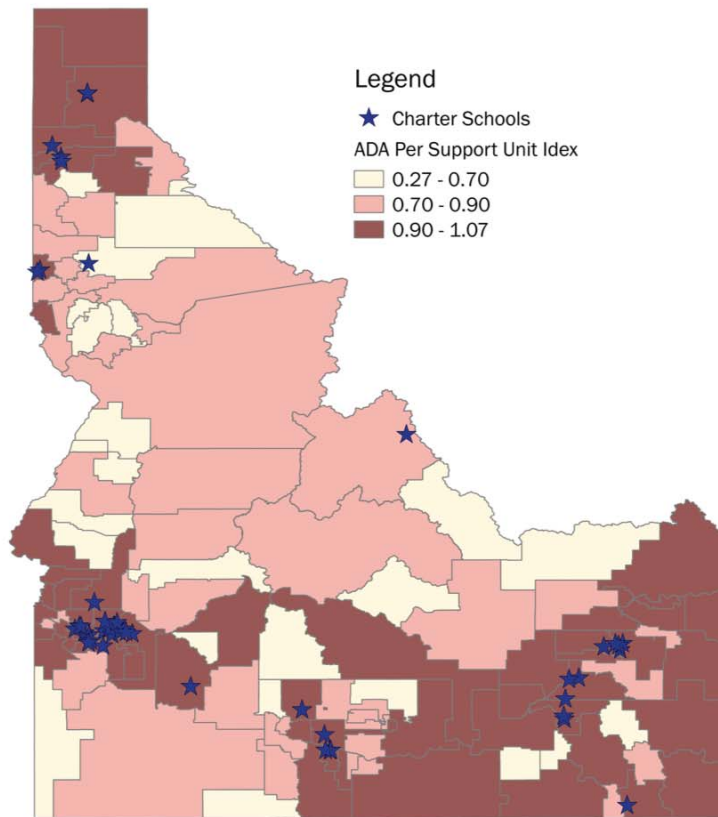
The topic of Support Units bears some additional review. Support Units are the unit of funding for much of the state support for public schools and reflect a districts mix of students by grade and size of the district. Smaller districts require fewer students per support unit. The 2011-12 distribution of students (ADA) per Support Unit for Idaho districts is displayed in Figure 8.1. The statewide ADA per Support Unit for this period was 18.8. Comparing the district specific ratios of ADA to Support Units with the statewide average we can produce an index. A district with an ADA per Support Unit Index of .5 will have half as many students per funding Support Unit as the statewide average; an index of 1.0 will be on par with the state average. The index of ADA per Support Unit for each district is displayed in the map in Figure 8.2.

**Figure 8.1 School District ADA Per Support Unit**



Source: ECONorthwest, data from ISDE

**Figure 8.2 School District ADA Per Support Unit (Indexed to Statewide Value)**

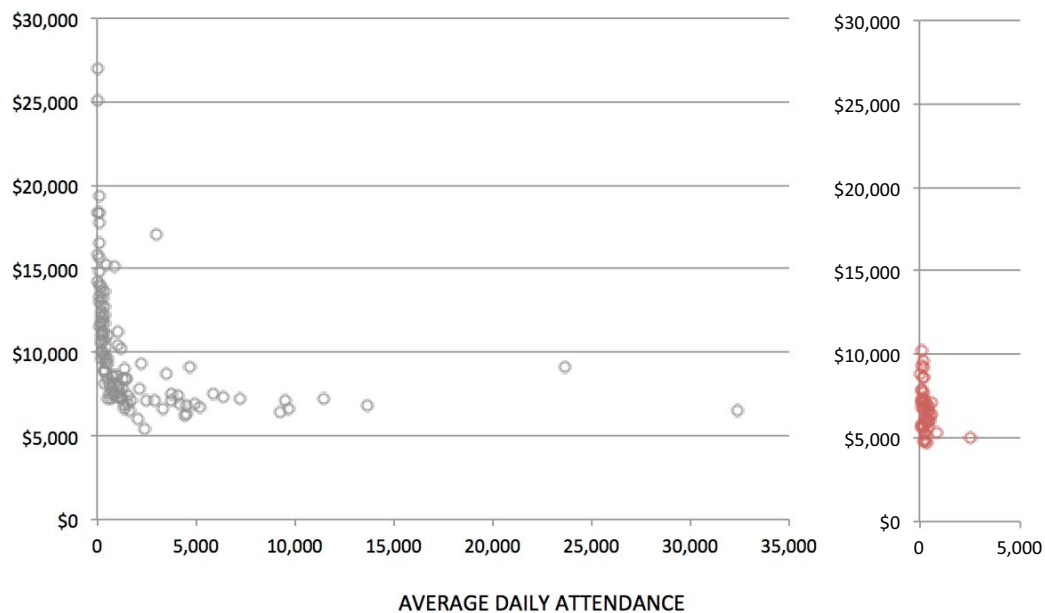


Source: ECONorthwest, data from ISDE

## 8.2 Current Expenditures

School and district expenditures, especially current expenditures, will track closely with state direct allocations. As a result of the allocation formula discussed above, higher expenditures on a per ADA basis will be associated with smaller districts and school programs. This can be seen clearly in Figure 8.3 below. Figure 8.3 shows district and charter school size (ADA) versus current expenditures per student (ADA). The values used are averaged over a 5-year period between 2007-08 and 2011-12 in order to minimize any single year outliers in the data. The figure demonstrates a clear relationship between program size and expenditures per student. The plot has separated charter schools from districts in order to see if the relationship holds in spite of some differences in how charter schools are funded and the potentially different mix of students and staff in charter programs. While the basic relationship between size and expenditures applies to charter schools as well there are notable differences. Charter schools of all sizes appear to have lower per student current expenditures. The reason for this pattern will be a combination of a different mix of students and staff, limited or no access to locally generated operating funds, and fewer mandated expenditures such as transportation.

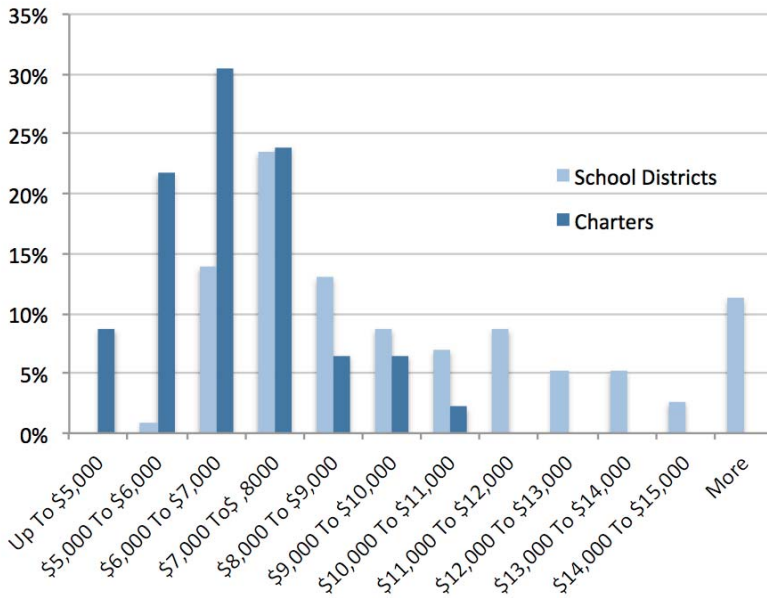
**Figure 8.3 ADA Versus Current Expenditures/ADA for Districts (Gray) and Charter Schools (Red)**



Source: ECONorthwest, data from ISDE

Figure 8.4 displays a detailed distribution of current expenditures per ADA for both Idaho districts and charter schools. Again the differences in per student expenditure levels are evident. As noted earlier, districts may have mandated costs that charter schools do not face and the mix of students by grade level and category of service will be different across programs. These factors are not controlled for in this overview of school expenditures.

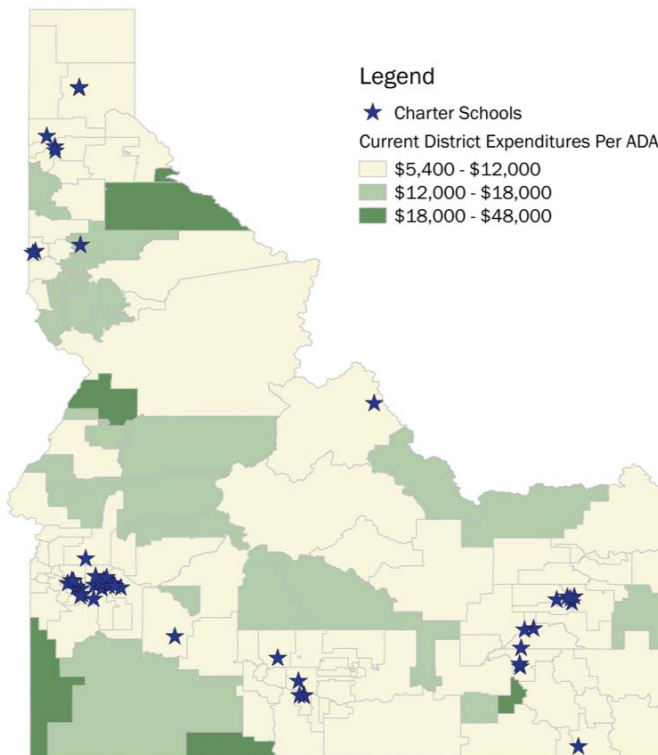
**Figure 8.4 Distribution of Districts and Charter Schools by Current Expenditures/ADA**



Source: ECONorthwest, data from ISDE

Current expenditures on a per ADA basis are displayed in Figure 8.5 below. Charter school locations are included in the map for reference.

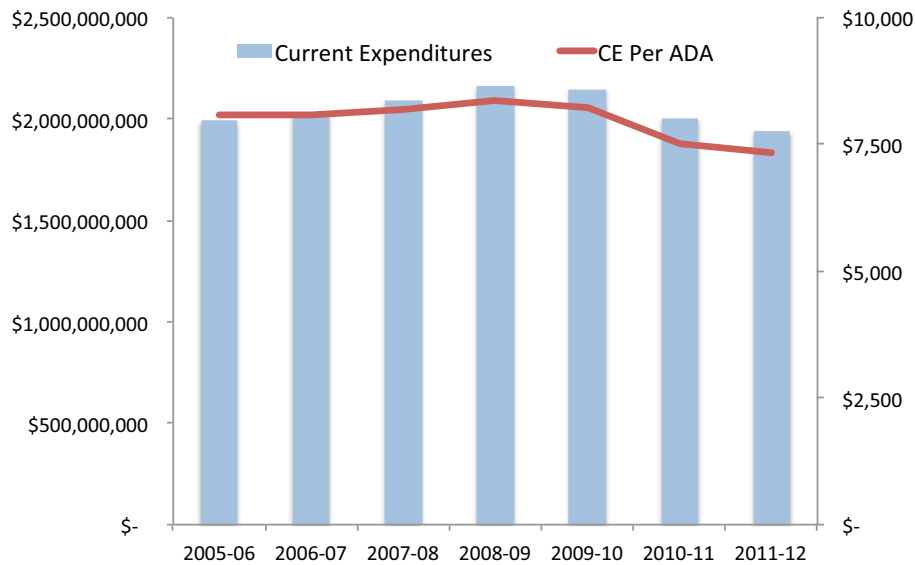
**Figure 8.5 Current Expenditures per ADA by School District**



Source: ECONorthwest, data from ISDE

Current expenditures for districts across the state are down in recent years both in terms of total expenditures and on a per student (ADA) basis. This can be seen in Figure 8.6 below. Figure 8.6 displays total current expenditures for all districts as well as current expenditures per ADA since 2005-06. These values have been adjusted for inflation to 2012 dollars. The peak spending per ADA was in 2008-09 and has dropped each year since the peak. This trend in district expenditures is likely a result of challenging economic conditions as well as changes in state funding for public education.

**Figure 8.6 Current Expenditures Statewide (Inflation Adjusted to 2012 \$\$)**



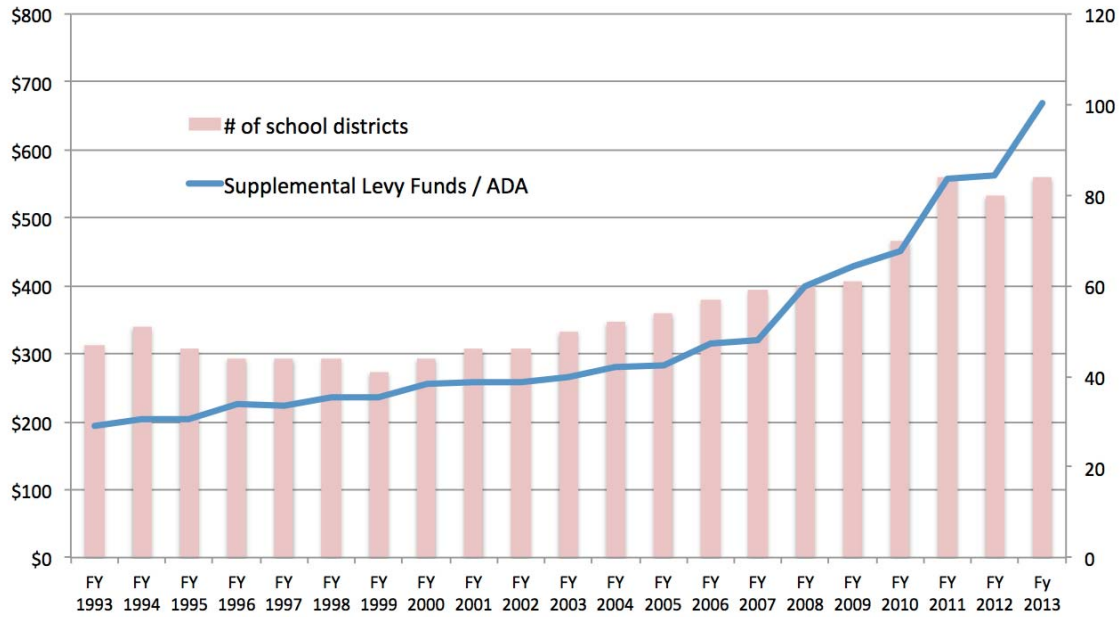
Source: ECONorthwest, data from ISDE

### 8.3 Changes in School Funding

In 2006 the state of Idaho raised Idaho's sales tax one percentage point and eliminated the M&O property tax levy that was used in the state's funding formula for public education. Soon after this state action school districts began increasing their reliance on supplemental levies to fund school operations. This trend can be seen in Figure 8.7. In 2006 the value of supplemental levy funds per ADA was just over \$300 statewide, by 2013 that value had risen to nearly \$700.



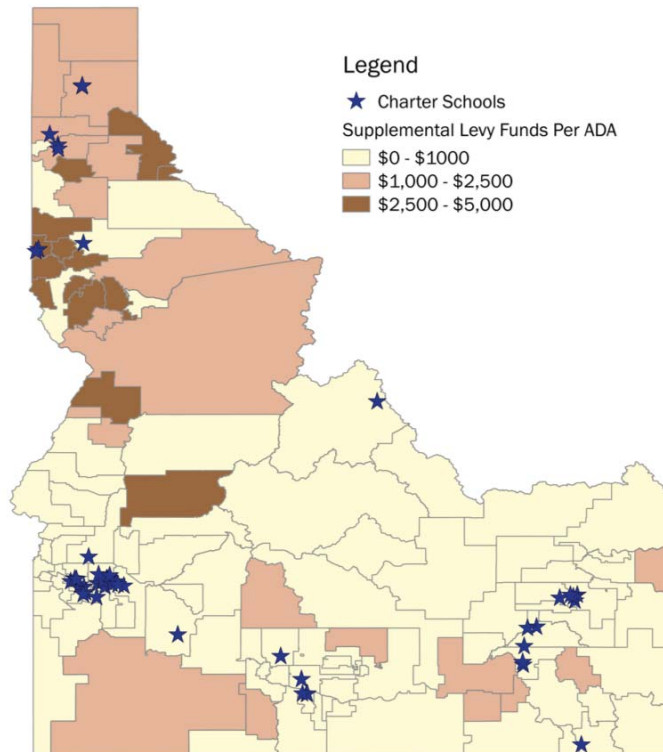
**Figure 8.7 School District Use of Supplemental Levy Funds**



Source: ECONorthwest, data from ISDE

Figure 8.8 is a map displaying the value of the supplemental levy funds per ADA for each district in 2012-13 along with charter school locations for reference.

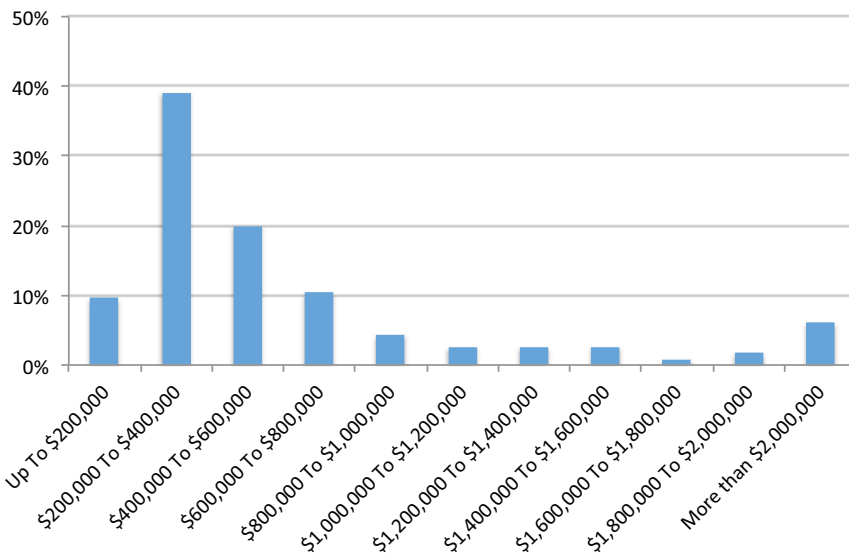
**Figure 8.8 School District Supplemental Levy Funds Per ADA in 2012-13**



Source: ECONorthwest, data from ISDE

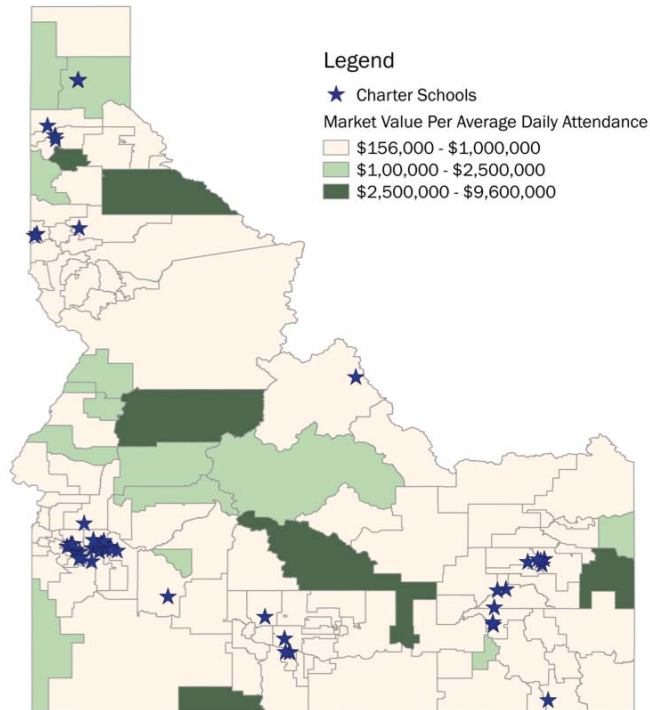
The capacity for supplemental levy funding is dependent upon the market value of property within the district boundaries. The degree to which this market value can be put to work to fund educational services is dependent upon many factors including the number of students enrolled in district schools. As a result understanding the market value per student (based on average daily attendance) is a useful exercise. The following figures examine this topic in some detail. Figure 8.9 displays the distribution of school districts by market value per ADA for 2011-12. The majority of districts have market values per ADA of less than \$1,000,000, but there is a fairly long upper tail to the distribution. Some of the districts with higher market values per ADA will have a low number of students enrolled in district schools. Figure 8.10 displays this information in map form, and Figure 8.11 displays a map of the change in market value per ADA over the period 2007-08 to 2011-12.

**Figure 8.9 Distribution of School District Market Value per Average Daily Attendance**



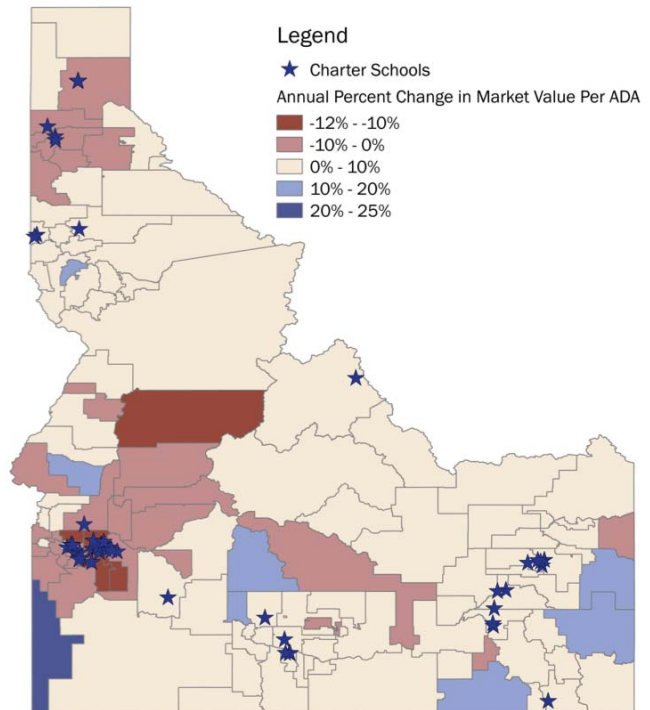
Source: ECONorthwest, data from ISDE

**Figure 8.10 School District Market Value Per Average Daily Attendance**



Source: ECONorthwest, data from ISDE

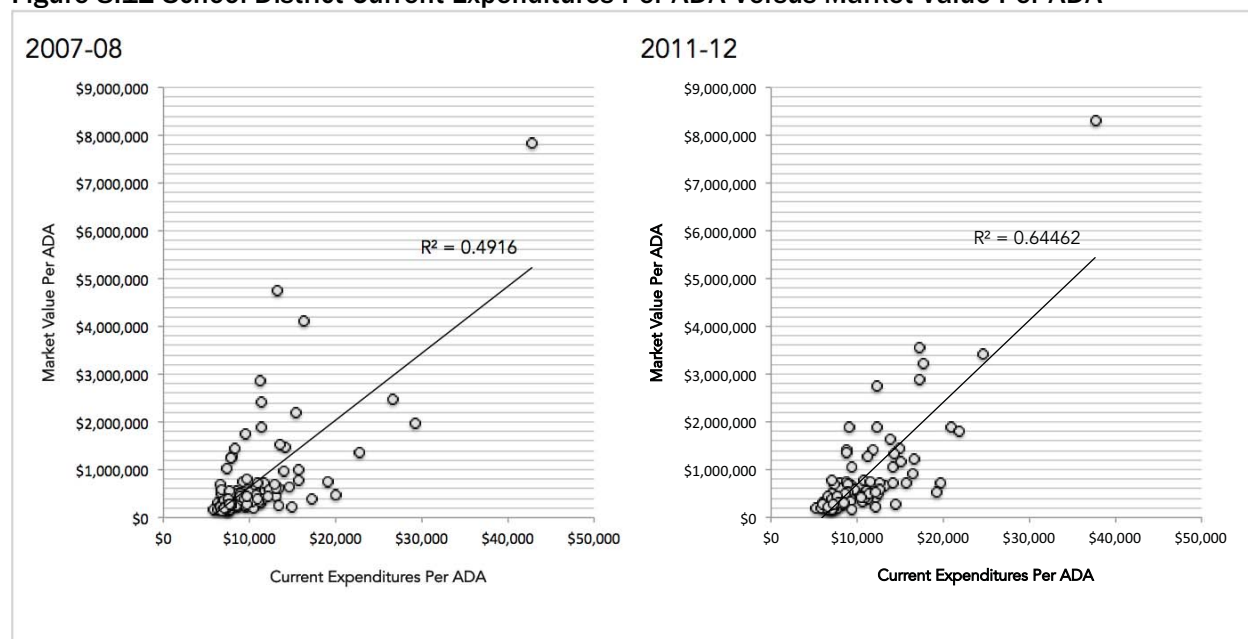
**Figure 8.11 School District Annual Percent Change in Market Value Per ADA**



Source: ECONorthwest, data from ISDE

The increased reliance on supplemental levy funds for many districts has had an effect on the relationship between current expenditures and market value on a student adjusted basis. By plotting current expenditures per student (ADA) against market value per student (ADA) over time it is possible to observe this changing relationship. On one extreme if the state supplied all funds for current expenditures on a fixed per student basis (an approach that would ignore the divergent needs of specific students and districts) we would see very little relationship between the value of taxable property per student and current expenditures per student. On the other extreme if all current expenditures were funded through local levies with a fixed tax rate we would see a very tight relationship between the value of taxable property per student and current expenditures per student. Figure 8.12 below displays this relationship in 2007-08 and again in 2011-12. The fit of the relationship (R squared) is measured as the share of the variation of one value (e.g. current expenditures per ADA) is explained by the other variable (e.g. market value per ADA). In 2007-08 the R squared was 0.49 and by 2011-12 it had increased to 0.64 indicating a closer relationship between market value and current expenditures on a per student basis.

**Figure 8.12 School District Current Expenditures Per ADA Versus Market Value Per ADA**

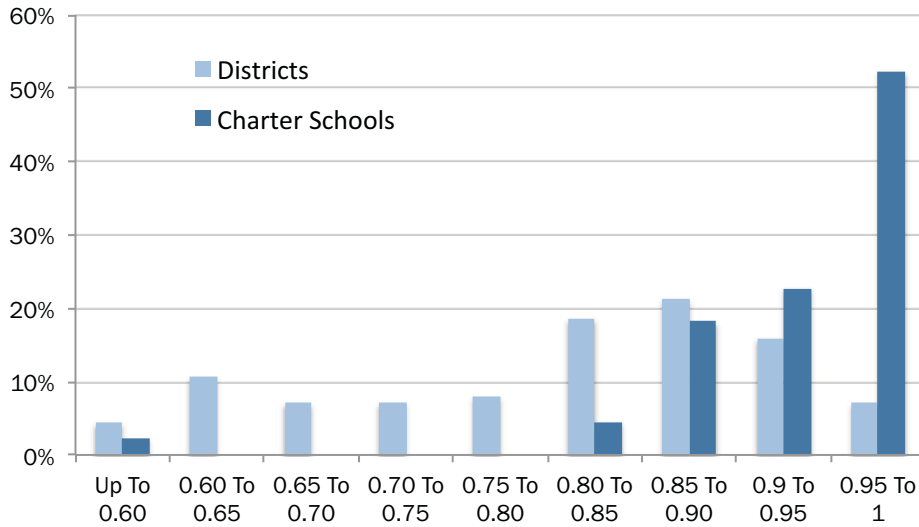


Source: ECONorthwest, data from ISDE

While there is a great diversity of districts in Idaho with a fairly wide distribution of per student levels of expenditure, this is less true of the state’s charter schools (see Figure 8.4). In 2011-12 all the state’s charter schools spent less in current expenditures per ADA than \$11,000. In this same time period 35 percent of the districts (many of them quite small in terms of student enrollment) spent more than \$11,000 per ADA in current expenditures. In part this is explained by the heavy reliance upon the state funding distributions for charter school operations. Figure 8.13 displays the distribution of districts and charters based on the share of total revenues that support maintenance and operations that comes from state sources. Over three-quarters of

charter schools get 90 percent or more of M&O funding from state sources (mean = 94 percent) while three-quarters of districts get less than 90 percent of M&O funding from state sources (mean = 80 percent).

**Figure 8.13 State Revenues as a Share of Total M&O Revenues in 2011-02**



Source: ECONorthwest, data from ISDE

## 9 Conclusions and Implications

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A changing demographic of the school-age population in Idaho will have far reaching implications for public schools throughout the state. Many rural districts will continue see a decline in school-age populations while a few urban districts will see population increases over the next 5 years. The student base in Idaho in 2019 will be more racially diverse, be increasingly Hispanic and more students will come from households with low incomes. How well are Idaho's districts and schools prepared for this changing population?

Declining enrollment in some small districts has presented challenges in terms of maintaining the viability of local community schooling. Growing enrollment in larger urban districts has led to financial stress, given the specifics of how state funding is allocated to districts. Within this setting new charter schools have continued to open and existing charter schools have seen rapid enrollment gains. Many charter programs have extensive waiting lists of students waiting to get a seat. This growth comes in spite of a fairly inhospitable funding environment for charter school programs. But after nearly 15 years, the charter schools in Idaho in total still don't serve as diverse a demographic as their counterparts in traditional district operated schools, and test scores are just on par with the state average. Are these results good enough to help lead the way to better school options for Idaho's families?

In part the composition of charter school students are a result of poor fiscal incentives to expand programs or tailor programs to a more diverse set of student needs. Idaho's state funding for public schools is inadequately structured to serve today's student population and will be increasingly ill suited to address the challenges presented by a changing student demographic. Funding formulae are designed to safeguard the financial integrity of small and diminishing districts (a worthy goal), but at the expense of adequately funding larger districts where demands are greatest. While these funding rules clearly place charter schools at a funding disadvantage with respect to traditional district run schools, it appears that the funding rules have even wider implications for educational services in Idaho. Current rules reward districts for a more experienced staff profile independent of whether staff experience is organized to meet specific educational outcomes. And a decline in the amount and share of state funding per student has led to an increased reliance on local levy funds for basic school operations. The result is that expenditures per student are now more closely tied to local wealth conditions (property market value) than has been true in the past. And charter schools, which have no access to local levies, are at an increasing disadvantage in terms of financial supports. Securing facility funding for charter schools and adequate operating funds from state and other sources will be critical to the long-term viability of the charter school programs. But it is also likely that the current state funding structures are not well aligned with the coming demands of an increasingly urban, more diverse and poorer student population. Many of the service delivery challenges that will be faced in coming years by charter schools and school districts alike could be better addressed with state funding formulae that fund students and student needs rather than the current approach of funding staffing levels and staff experience.



Charter schools can play an important role in providing educational options for Idaho's families. The flexibility provided to charter schools means that they are a tool for addressing some of the challenges presented by changing demographics, the mobility and volatility of the school-age population, and state and local fiscal constraints. But to realize this opportunity charter school operators and authorizers will need to focus their efforts on improving performance, diversifying their program offerings, coordinating with other providers and with districts to offer services and to lower costs. Charter schools, both in Idaho and nationally, have a track record of these types of innovations.

In order for charter schools to continue to make advances in providing quality school choices to Idaho's families the areas of strategic focus outlined in this report's forward will need to be addressed by charter school providers, authorizers and state policymakers.

J.A. AND KATHRYN  
**ALBERTSON**  
FOUNDATION



Idaho Charter School Network

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# POCATELLO CHUBBUCK SCHOOL DISTRICT (PSD)

Appendix: 1- Detailed Fiscal Impact 3Year (Yr1)

## ESTIMATED BUDGET WITH STUDENTS TRANSFERRING TO GEM PREP: POCATELLO

APPROVED BUDGET FY2015-2016

ESTIMATED SUPPORT UNITS	BUDGET FOR GENERAL FUND	AVERAGE BUDGET PER SUPPORT UNIT	ESTIMATED BUDGET WITH STUDENTS TRANSFERRING TO GEM PREP: POCATELLO	FISCAL IMPACT
	46,314,442	81,183.62	569.25	
Base Support	1,800,000	3,155.18	1,796,088	(100,668)
Transportation Support	75,000	131.47	74,837	(3,912)
Exceptional Child	6,196,565	10,861.83	6,183,096	(163)
Benefit Apportionment	1,569,720	2,751.53	1,566,308	(13,469)
Other State Support	8,954	15.70	8,935	(3,412)
Revenue in Lieu	65,000	113.94	64,859	(19)
Other State Revenue	<b>56,029,681</b>	<b>98,213.27</b>	<b>55,907,897.00</b>	<b>(121,784)</b>
<b>TOTAL STATE SUPPORT</b>				<b>0.22%</b>

## GEM PREP: POCATELLO IMPACT TO PSD

ESTIMATED YEAR 1 BUDGET BASED ON FY2015-2016 AMOUNTS

CATEGORY	SUPPORT UNIT CALCULATION			ESTIMATED SUPPORT UNITS
	STUDENTS LOST TO GEM Prep: Pocatello	ADA Adjusted (95% attendance)	DIVISOR	
Kindergarten	0	0	40	0
Elementary 1-3	0	0	20	0
Elementary 4-6	30	28.5	23	1.24
Secondary	0	0	18.5	0
<b>TOTAL ESTIMATED LOST SUPPORT UNITS</b>				<b>1.24</b>

STATE SUPPORT TYPE	ESTIMATED BUDGET FOR GENERAL FUND	AVERAGE BUDGET PER SUPPORT UNIT (BASED ON PSD RATIOS)
Base Support	100,668	81,183.62
Transportation Support	3,912	3,155.18
Exceptional Child	163	131.47
Benefit Apportionment	13,469	10,861.83
Other State Support	3,412	2,751.53
Revenue in Lieu	19	15.70
Other State Revenue	141	113.94
<b>TOTAL STATE SUPPORT</b>	<b>121,784</b>	<b>98,213.27</b>

## ASSUMPTIONS

1. All state support revenues are calculated based on support units
2. Revenues for FY2015-2016 are similar to future funding by State
3. State support revenues averages will remain consistent for PSD
4. Support units based on Idaho State Statute 33-1002 (4)
5. All additional students attending GEM Prep: Pocatello will come from PSD
6. General Fund Budget based on published FY2015-2016 PSD website

\* Support Unit Calculation based on published budget of expected enrollment for 15-16 as follows:

Grade	# of Students	ADA	Support Unit Divisor	Estimated Support Units
Kindergarten	900	95%	40	21.38
1-3	2858	95%	20	135.76
4-6	2891	95%	23	119.41
7-12	5724	95%	18.5	293.94
<b>ESTIMATED SUPPORT UNITS</b>				<b>570.49</b>

# POCATELLO CHUBBUCK SCHOOL DISTRICT (PSD)

Appendix: J- Detailed Fiscal Impact 3 Year (Yr2)

ESTIMATED SUPPORT UNITS	APPROVED BUDGET FY2015-2016	ESTIMATED BUDGET WITH STUDENTS TRANSFERRING TO GEM PREP: POCATELLO	FISCAL IMPACT
	570.49	568.01	
<b>STATE SUPPORT TYPE</b>	<b>BUDGET FOR GENERAL FUND</b>	<b>BUDGET FOR GENERAL FUND</b>	<b>\$ REDUCTION</b>
Base Support	46,314,442	46,113,107	(201,335)
Transportation Support	1,800,000	1,792,175	(7,825)
Exceptional Child	75,000	74,674	(326)
Benefit Apportionment	6,196,565	6,169,628	(26,937)
Other State Support	1,569,720	1,562,896	(6,824)
Revenue in Lieu	8,954	8,915	(39)
Other State Revenue	65,000	64,717	(283)
<b>TOTAL STATE SUPPORT</b>	<b>56,029,681</b>	<b>55,786,112.00</b>	<b>(243,569)</b>

ESTIMATED SUPPORT UNITS	APPROVED BUDGET FY2015-2016	ESTIMATED BUDGET PER SUPPORT UNIT	% REDUCTION
	570.49	568.01	0.43%
<b>STATE SUPPORT TYPE</b>	<b>BUDGET FOR GENERAL FUND</b>	<b>AVERAGE BUDGET PER SUPPORT UNIT</b>	
Base Support	46,314,442	81,183.62	
Transportation Support	1,800,000	3,155.18	
Exceptional Child	75,000	131.47	
Benefit Apportionment	6,196,565	10,861.83	
Other State Support	1,569,720	2,751.53	
Revenue in Lieu	8,954	15.70	
Other State Revenue	65,000	113.94	
<b>TOTAL STATE SUPPORT</b>	<b>56,029,681</b>	<b>98,213.27</b>	

## GEM PREP: POCATELLO IMPACT TO PSD

ESTIMATED YEAR 1 BUDGET BASED ON FY2015-2016 AMOUNTS

SUPPORT UNIT CALCULATION				
CATEGORY	STUDENTS LOST TO GEM Prep: Pocatello	ADA Adjusted (95% attendance)	DIVISOR	ESTIMATED SUPPORT UNITS
Kindergarten	0	0	40	0
Elementary 1-3	0	0	20	0
Elementary 4-6	60	57	23	2.48
Secondary	0	0	18.5	0
<b>TOTAL ESTIMATED LOST SUPPORT UNITS</b>				<b>2.48</b>

STATE SUPPORT TYPE	ESTIMATED BUDGET FOR GENERAL FUND	AVERAGE BUDGET PER SUPPORT UNIT (BASED ON PSD RATIOS)
Base Support	201,335	81,183.62
Transportation Support	7,825	3,155.18
Exceptional Child	326	131.47
Benefit Apportionment	26,937	10,861.83
Other State Support	6,824	2,751.53
Revenue in Lieu	39	15.70
Other State Revenue	283	113.94
<b>TOTAL STATE SUPPORT</b>	<b>243,569</b>	<b>98,213.27</b>

## ASSUMPTIONS

1. All state support revenues are calculated based on support units
2. Revenues for FY2015-2016 are similar to future funding by State
3. State support revenues averages will remain consistent for PSD
4. Support units based on Idaho State Statute 33-1002 (4)
5. All additional students attending GEM Prep: Pocatello will come from PSD
6. General Fund Budget based on published FY2015-2016 PSD website

# POCATELLO CHUBBUCK SCHOOL DISTRICT (PSD)

Appendix: I- Detailed Fiscal Impact 3 Year (Yr3)

APPROVED BUDGET FY2015-2016		ESTIMATED BUDGET WITH STUDENTS TRANSFERRING TO GEM PREP: POCATELLO	FISCAL IMPACT
ESTIMATED SUPPORT UNITS		570.49	
<b>STATE SUPPORT TYPE</b>	<b>BUDGET FOR GENERAL FUND</b>	<b>AVERAGE BUDGET PER SUPPORT UNIT</b>	<b>% REDUCTION</b>
Base Support	46,314,442	81,183.62	(404,294)
Transportation Support	1,800,000	3,155.18	(15,713)
Exceptional Child	75,000	131.47	(655)
Benefit Apportionment	6,196,565	10,861.83	(54,092)
Other State Support	1,569,720	2,751.53	(13,703)
Revenue in Lieu	8,954	15.70	(78)
Other State Revenue	65,000	113.94	(567)
<b>TOTAL STATE SUPPORT</b>	<b>56,029,681</b>	<b>98,213.27</b>	<b>(489,102)</b>

## GEM PREP: POCATELLO IMPACT TO PSD

ESTIMATED YEAR 1 BUDGET BASED ON FY2015-2016 AMOUNTS

SUPPORT UNIT CALCULATION				
CATEGORY	STUDENTS LOST TO GEM Prep: Pocatello	ADA Adjusted (95% attendance)	DIVISOR	ESTIMATED SUPPORT UNITS
Kindergarten	0	0	40	0
Elementary 1-3	0	0	20	0
Elementary 4-6	46	43.7	23	1.9
Secondary	60	57	18.5	3.08
<b>TOTAL ESTIMATED LOST SUPPORT UNITS</b>				<b>4.98</b>

STATE SUPPORT TYPE	ESTIMATED BUDGET FOR GENERAL FUND	AVERAGE BUDGET PER SUPPORT UNIT (BASED ON PSD RATIOS)
Base Support	404,294	81,183.62
Transportation Support	15,713	3,155.18
Exceptional Child	655	131.47
Benefit Apportionment	54,092	10,861.83
Other State Support	13,703	2,751.53
Revenue in Lieu	78	15.70
Other State Revenue	567	113.94
<b>TOTAL STATE SUPPORT</b>	<b>489,102</b>	<b>98,213.27</b>

## ASSUMPTIONS

1. All state support revenues are calculated based on support units
2. Revenues for FY2015-2016 are similar to future funding by State
3. State support revenues averages will remain consistent for PSD
4. Support units based on Idaho State Statute 33-1002 (4)
5. All additional students attending GEM Prep: Pocatello will come from PSD
6. General Fund Budget based on published FY2015-2016 PSD website

## Idaho Public Charter School Commission Charter Petition: Facility Details

<b>School Name:</b> Gem Prep: Pocatello	<b>Details for (in order of preference):</b> Option 1
<b>Facility Name / Title:</b> Gem Prep: Pocatello Facility	<b>Option Status: Confirmed</b>
<b>Location Address:</b> 1451 W Jessie Clark Lane, Pocatello, ID 83202	<b>Primary Vendor Information (if applicable)</b> [Please include vendor name, address, website, and phone number.]

### Narrative

Gem Prep: Pocatello is currently leasing a 5,012 sq ft building from the Pocatello Seventh Day Adventist Church which also includes approximately 5 acres of land. The building contains two classrooms, a library, kitchen, and administration office. In the 17-18 school year Gem Prep: Pocatello will occupy 2.5 modular buildings of approximately 4480 sq ft that are leased from Idaho Distance Education Academy. In the 18-19 school year the school will expand to 3 modular buildings for grades K-6 and in the 19-20 school year the school will expand to 4 modular buildings for grades K-8. Gem Prep: Pocatello is currently operating grades K-3 (yr. 15-16), additional modular buildings will allow expansion to 8<sup>th</sup> grade in the 2019-2020 school year. In year 3 Gem Prep: Pocatello will begin the planning phase to build an additional 12,000 sq ft facility for grades 9-12 by purchasing the property or entering a long term lease for the land.

The facility is located in a medium density residential neighborhood. Students who live within the neighborhood are able to easily walk to and from the school. As the school expands traffic into and out of the property could become an issue. The school has worked to mitigate this problem by offering parents multiple options for pickup and drop off. Parents can drop off directly at the school, in the adjoining park parking lot where their children can walk to the school from, or at the bus stop next to the park allowing their children to ride the bus to the bus stop directly next to the school.

The facility and land contain two playground areas for both younger and older children. The playgrounds have been inspected and modified to meet Idaho safety standards. The facility and land have passed the Idaho State school facility safety inspection the past two years. Annual inspections and modifications will continue each year per Idaho code.



## Draft Facility Budgets

### Pre-Opening Expenses (required)

[Please insert rows as needed.]

Description	Qty	Unit Cost	Total Cost	Comments
N/A				Gem Prep: Pocatello has been operating as a program under I-DEA
<b>TOTAL Pre-Opening Costs</b>				

### Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed.]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Lease I-DEA 2.5 Modulars facilities/equipment	12	\$7,333.33	\$88,000	12	\$7,959	\$95,508	Year 1: 2.5 I-DEA modular, 4480 sq. ft. @ \$8.38/sq.ft. plus furniture and equipment (same per sq.ft. rate as church bldg.). Year 2: 3 I-DEA modular, 5376 sq.ft. @ \$8.38/sq.ft. plus furniture and equipment (same per sq.ft. rate as church bldg + furnishings.).
Lease Pocatello SDA Church facility	12	\$3,500	\$42,000	12	\$3,500	\$42,000	Pocatello SDA church lease \$42,000/yr.,
<b>TOTAL Year 1 Costs</b>			\$130,000	<b>TOTAL Year 2 Costs</b>		\$137,508	

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

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease I-DEA 3.5 Modulars	12	\$9,083.33	\$110,525				Yr. 3: 4 I-DEA modular. 7168 sq.ft. @ \$8.38/sq.ft. plus furniture & equipment (same per sq.ft. rate as church bldg..
Lease Pocatello SDA Church	12	\$3,500	\$42,000				
		<b>TOTAL Year 3 Costs</b>	<b>\$152,525</b>		<b>TOTAL Year 4 or Expansion Costs</b>		

### List of Attachments

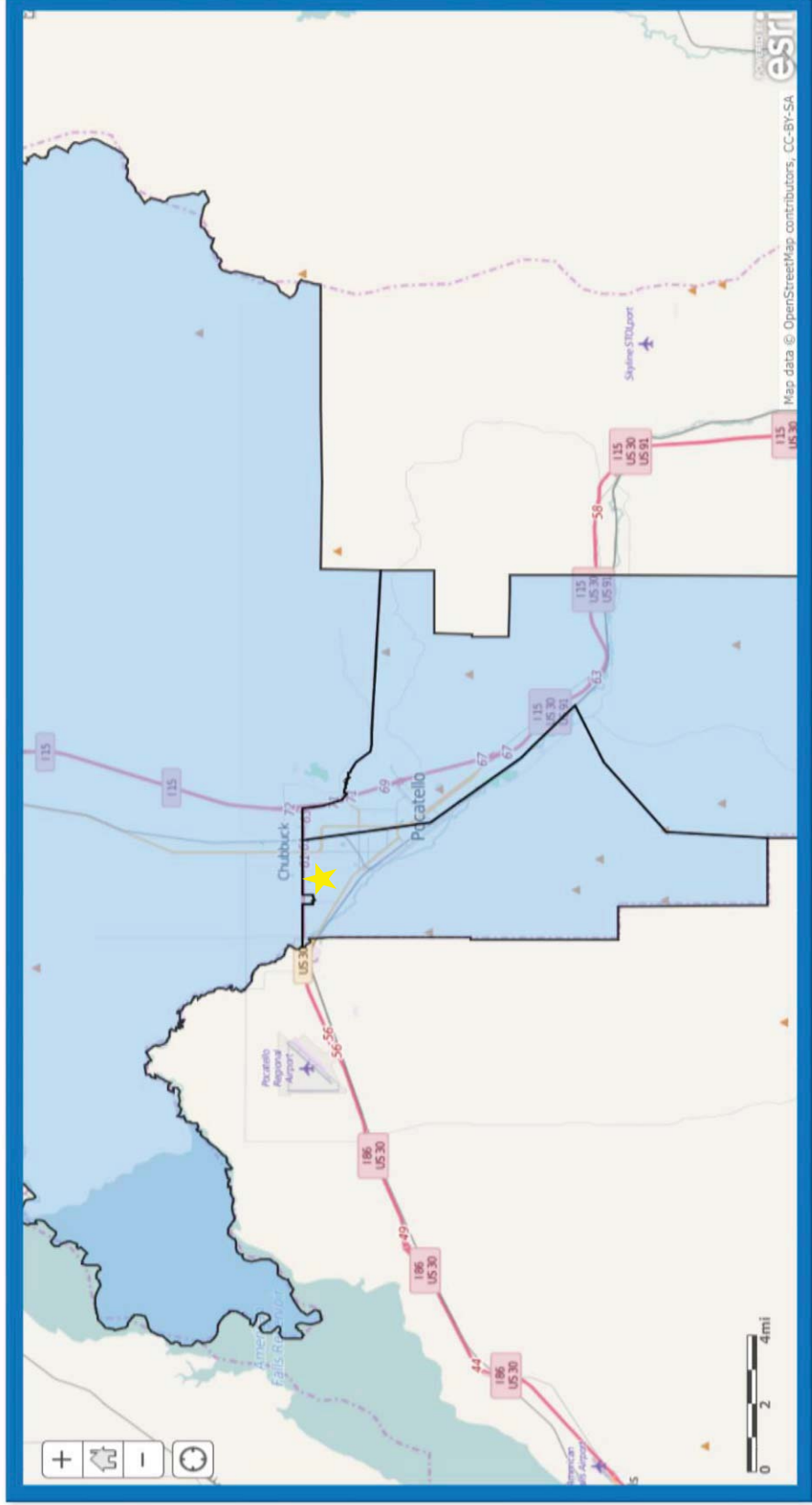
#### Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
Pocatello SDA Church Lease	Facility referenced above	Appendix E-1
Certificate of Occupancy from City / Compliance (Modulars), OMNI Fire Inspection Report, Div. Safety Facility Report 01/2015	Certificates and inspections for 15-16 year	Appendix L
I-DEA Draft Facility agreement		



Gem Prep: Pocatello Attendance Area based on Pocatello SD#25 boundaries.



● School District 25 – Attendance Boundary Area

★ Gem Prep: Pocatello School Location

# CERTIFICATE OF OCCUPANCY

## BUILDING DEPARTMENT - CITY OF POCATELLO, IDAHO

THIS IS TO CERTIFY THAT THE: MOBILE HOME INSTALLATION

Permit No: 15 - 00001275

Site Address: 1451 JESSIE CLARK LN

BASEMENT:  N/A  UNFINISHED  FINISHED  PARTIAL FINISHED

**Work Description:**

**Contractor:**  
US MODULAR GROUP INC  
PO BOX 4282

**Owner(s) of Premises:**  
JESSIE CLARK SCHOOL  
1451 JESSIE CLARK LN

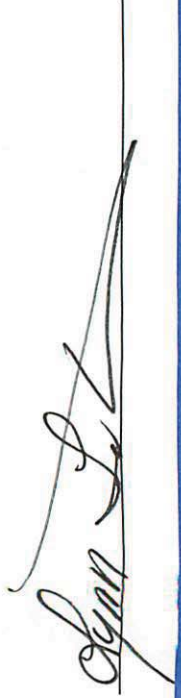
BOISE, ID 83711

POCATELLO, ID 83202

Note: This certificate is issued pursuant to the requirements of section 110 of the International Building Code and certifies that at the time of issuance, this structure was in compliance with the various ordinances of the City of Pocatello regulating building construction and use. Any change of Occupancy Type requires a new certificate

Date Issued: 08/17/2015

Issued By: Building Official





# CERTIFICATE OF OCCUPANCY

BUILDING DEPARTMENT - CITY OF POCATELLO, IDAHO

THIS IS TO CERTIFY THAT THE: MOBILE HOME INSTALLATION

Permit No: 15 - 00001276

Site Address: 1451 JESSIE CLARK LN

BASEMENT:  N/A  UNFINISHED  FINISHED  PARTIAL FINISHED

Work Description:

Contractor:  
US MODULAR GROUP INC  
PO BOX 4282

Owner(s) of Premises:  
JESSIE CLARK SCHOOL  
1451 JESSIE CLARK LN

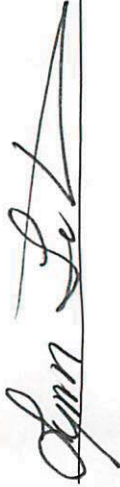
BOISE, ID 83711

POCATELLO, ID 83202

Note: This certificate is issued pursuant to the requirements of section 110 of the International Building Code and certifies that at the time of issuance, this structure was in compliance with the various ordinances of the City of Pocatello regulating building construction and use. Any change of Occupancy Type requires a new certificate

Date Issued: 08/17/2015

Issued By: Building Official







**FIRE ALARM INSPECTION AND TESTING REPORT**

Testing performed in accordance with applicable NFPA 72 Standards / By NICET Certified Technicians

Building occupied as JESSE CLARK / IDEA Owner/Manager: Name & Number \_\_\_\_\_  
 Address of Building 1451 JESSE CLARK LANE DOULATELLO  
 Name of Tester TROY Date of Inspection 8-19-15  
 Type of Inspection INITIAL / EXISTING Notification of Testing YES  
 Control Panel Manufacturer & Model NOTIFIER NFS 700  
 # of Zones: 1 SLC Loops: 1 NAC's - FACP: 3 FCPS: 2 Total NAC's: 5  
 System should be tested on Standby (battery power) for 30 min. prior to Battery Test.

**Battery Inspection**

Battery Voltage	RADIO	FACP		FCPS 1		FCPS 2		FCPS 3	
Voltage	<u>12.81</u>	<u>12.81</u>	<u>12.39</u>	<u>12</u>		<u>12</u>			
Amp Hour	<u>5.92</u>	<u>6.41</u>	<u>6.52</u>	<u>7</u>		<u>7</u>			
Date on Battery	<u>8-14</u>	<u>8-14</u>	<u>8-14</u>	<u>8-15</u>		<u>8-15</u>			

**FACP Inspection**

	Yes	No	N/A		Yes	No	N/A
Key to Panel Available	<input checked="" type="checkbox"/>			All circuits checked for electrical supervision	<input checked="" type="checkbox"/>		
Operating Instructions at Panel	<input checked="" type="checkbox"/>			All functions and buttons work properly	<input checked="" type="checkbox"/>		
Newest Record posted at Panel	<input checked="" type="checkbox"/>			Does Alarm system meet audibility standards	<input checked="" type="checkbox"/>		
circuit Breaker marked Red	<input checked="" type="checkbox"/>			Control Panel checks made per manufacturer's instruction	<input checked="" type="checkbox"/>		
circuit Breaker Panel: <u>A # 53</u>	<input checked="" type="checkbox"/>			All interfaced equipment operates (Elevators, Fans, Dampers)			<input checked="" type="checkbox"/>
Trouble Signal with AC Power off	<input checked="" type="checkbox"/>						
System operates satisfactory on standby power at max load	<input checked="" type="checkbox"/>						
All signals operate on AC power	<input checked="" type="checkbox"/>						
All LED's Illuminate	<input checked="" type="checkbox"/>						

Name of Monitoring Company: AVANT GUARD Account # AED1-0343  
 Communication Verified: YES N/A

**Equipment Tested**

Type of Equipment	# of Units Tested	Satisfactory: Yes	Satisfactory: No	N/A	# of Units in Bldg.	Interfaced Equipment	# of Units Tested	Satisfactory: Yes	Satisfactory: No	N/A	# of Units in Bldg.
FCPS Power Booster	<u>1</u>	<input checked="" type="checkbox"/>			<u>1</u>	Ventilation Controls				<input checked="" type="checkbox"/>	
Annunciators				<input checked="" type="checkbox"/>		Elev. Recall Primary				<input checked="" type="checkbox"/>	
Dialer, Communicator	<u>1</u>	<input checked="" type="checkbox"/>			<u>1</u>	Elev. Recall Sec				<input checked="" type="checkbox"/>	
Horns, Strobes, Bells, Chimes, Speakers, Etc.	<u>26</u>	<input checked="" type="checkbox"/>			<u>26</u>	Elev. Recall Shunt				<input checked="" type="checkbox"/>	
Smoke Detectors	<u>26</u>	<input checked="" type="checkbox"/>			<u>26</u>	Access Control Door Release (Failsafe)				<input checked="" type="checkbox"/>	
Heat Detectors	<u>6</u>	<input checked="" type="checkbox"/>			<u>6</u>	Auto Release				<input checked="" type="checkbox"/>	
Duct Detectors				<input checked="" type="checkbox"/>		Door Holders	<u>4</u>	<input checked="" type="checkbox"/>			<u>4</u>
Pull Stations	<u>11</u>	<input checked="" type="checkbox"/>			<u>11</u>	Halon System				<input checked="" type="checkbox"/>	
Flow Switches				<input checked="" type="checkbox"/>		Smoke Control				<input checked="" type="checkbox"/>	
Tamper Switches				<input checked="" type="checkbox"/>		PIV Valve				<input checked="" type="checkbox"/>	
Low/High Air Switches				<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
Antifreeze Tamper				<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
Ansul System				<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
<u>102</u>	<u>3</u>	<input checked="" type="checkbox"/>			<u>3</u>						

Problems Found: NONE  
 Corrections Made: NONE

This is to certify that this Fire Alarm has been properly Tested and Inspected for liability to cover the items listed in this report, according to Manufacturers Recommendation.

Signature of Fire Marshal: [Signature] Date: 8/19/15  
 Signature of Owner or representative: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Certified Tester: [Signature] Date: 8-19-15



**Please fax, email or mail your written response or request for extension to:**

Idaho Division of Building Safety  
1090 E Watertower Street, Suite 150  
Meridian, ID 83642

Appendix: L-3 Div. Safety  
Inspection  
Report  
Office: 1-800-955-3044  
Fax: 1-208-855-9669  
E-mail: safety@dbs.idaho.gov

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## FACILITY REPORT

**Facility / Business No: E-490-0001 / 15694**

Inspector: RUSSELL SIDELL  
Inspection Date: 02/01/2016

Owner: Gem Prep School  
8620 west emerald  
Boise, ID 83201

Location:  
Gem Prep School  
1451 JESSIE CLARK LN  
POCATELLO, ID 83201

Contact: Rober Lee  
Contact Phone: 2086721109  
Contact E-mail:

---

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

---

### Recommendations:

(2/1/2016 1:36 PM RSI)

1. NO UNSAFE OR HAZARDOUS CONDITIONS NOTED ON THIS DATE

**Please fax, email or mail your written response or request for extension to:**

Idaho Division of Building Safety  
1090 E Watertower Street, Suite 150  
Meridian, ID 83642

Office: 1-800-955-3044  
Fax: 1-208-855-9669  
E-mail: [safety@dbs.idaho.gov](mailto:safety@dbs.idaho.gov)

---

**FACILITY REPORT**

**Facility / Business No: E-490-0002 / 15695**

Inspector: RUSSELL SIDELL

Inspection Date: 02/01/2016

Owner: Gem Prep School  
8620 West Emerald  
BOISE, ID 83704

Location:  
Gem Prep  
1451 JESSIE CLARK LN  
POCATELLO, ID 83201

Contact: Robert Lee  
Contact Phone: 2086721109  
Contact E-mail: [jfmereite@idahoidea.org](mailto:jfmereite@idahoidea.org)

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A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

---

**Recommendations:**  
(2/1/2016 1:35 PM RSI)

1. WINTER CONDITIONS RECOMMEND PLAYGROUND SAFETY AUDIT.

**Please fax, email or mail your written response or request for extension to:**

Idaho Division of Building Safety  
1090 E Watertower Street, Suite 150  
Meridian, ID 83642

Office: 1-800-955-3044  
Fax: 1-208-855-9669  
E-mail: [safety@dbs.idaho.gov](mailto:safety@dbs.idaho.gov)

---

**FACILITY REPORT**

**Facility / Business No: E-490-0003 / 15961**

Inspector: RUSSELL SIDELL

Inspection Date: 02/01/2016

Owner: Gem Prep School

Location:  
Gem Prep Mod 1  
1451 JESSIE CLARK LN  
POCATELLO, ID 83201

Contact: Robert Lee  
Contact Phone: 2086721109  
Contact E-mail: [jfmereite@idahoidea.org](mailto:jfmereite@idahoidea.org)

---

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

---

**Recommendations:**  
(2/1/2016 1:47 PM RSI)

1. NO UNSAFE OR HAZARDOUS CONDITIONS NOTED ON THIS DATE

**Please fax, email or mail your written response or request for extension to:**

Idaho Division of Building Safety  
1090 E Watertower Street, Suite 150  
Meridian, ID 83642

Office: 1-800-955-3044  
Fax: 1-208-855-9669  
E-mail: [safety@dbs.idaho.gov](mailto:safety@dbs.idaho.gov)

---

**FACILITY REPORT**

**Facility / Business No: E-490-0004 / 15962**

Inspector: RUSSELL SIDELL

Inspection Date: 02/01/2016

Owner: Gem Prep School

Location:  
Gem Prep Mod 2  
1451 JESSIE CLARK LN  
POCATELLO, ID 83201

Contact: Robert Lee  
Contact Phone: 2086721109  
Contact E-mail: [jfmereite@idahoidea.org](mailto:jfmereite@idahoidea.org)

---

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

---

**Recommendations:**  
(2/1/2016 1:55 PM RSI)

1. NO UNSAFE OR HAZARDOUS CONDITIONS NOTED ON THIS DATE

Appendix: M – Pre-Opening Timeline

This information is not applicable,  
per phone conversation with  
Jennifer Barbeau dated 05/16/2016

## Gem Prep: Pocatello 3-Year Professional Development Plan 2017-2018, 2018-2019, 2019-2020

The professional development plan for Gem Prep: Pocatello will be personalized as much as possible to meet each teacher's unique needs. Each teacher will develop a professional development plan with their goals for the school year in early August. Professional development will be offered in synchronous and asynchronous sessions. Teachers will be offered credit through one of the local university's for job embedded professional development. \*This plan is subject to change as state requirements, school needs, and available resources change during the three years outlined in this plan.

### Suggested Materials:

- Formative Assessment Insights Course: A Digital Professional Learning Experience for Teachers - WestEd
- *Understanding by Design* – Marzano
- *Classroom Instruction that Works* – Marzano
- *Whatever it Takes* - Rebecca DuFour · Richard DuFour · Robert Eaker
- Blended: Using Disruptive Innovation to Improve Schools –Michael Horn – Heather Staker
- *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap* – Steven Farr
- *Teach Like a Champion 2.0: Techniques that Put Students on the Path to College* – Doug Lemov
- *Driven by Data: A Practical Guide to Improve Instruction* – Paul Bambrick-Santoyo
- *Leverage Leadership: A Practical Guide to Building Exceptional Schools* – Paul Bambrick-Santoyo
- Equip Rubric

### Goals for the 3 Year Plan

1. Learning how to use Formative Assessment to personalize student learning– Admin
2. Learning how to use data to drive instruction and Response to Intervention to personalize learning - Admin
3. How to develop and teach CCSS Inquiry Units (1 Performance Task Unit per semester) – Tara (Facilitator)
4. Learning to use effective teaching strategies and best practices to improve student learning – Staff Co-facilitate (Book study)
5. Integrating digital tools and curriculum to personalize student learning- Tara Co-facilitate with Staff
6. Using the Charlotte Danielson rubric to as a tool to improve student achievement – Admin. Team

### Rationale

Job embedded professional development

Goal is to support teachers in developing their skills and improving their practice

Outcome – significant academic growth for every student



**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

**Timeline 2017-2018**

	August		September		October		November	December	January	February	March	April	May
<u>Goal 1</u>	<u>Inservice</u> <i>Smarter Balanced Require ments</i>	Inservice Review the Performa nce Task Template and Understa nding Essential Questions	<u>Inservice</u> CCSS Inquiry- Based Teaching and using the EQUIP Rubric	<u>Inservice</u> CCSS Close Reading using digital texts	<u>Inservice</u> CCSS Text- Dependent Questions	<u>Inservice</u> CCSS Balance of Texts (Informatio nal and Literary)	<u>Inservice</u> CCSS Webbs Depths of Knowledge	<u>Inservice</u> CCSS Using Mentor Texts	<u>Inservice</u> CCSS Technology Integration Or Balance of Writing	<u>Inservice</u> CCSS Formative Assessment in a Performanc e Task	<u>Inservice</u> CCSS Summative Assessment using Standards Mastery in Units	<u>Inservice</u> Inquiry Unit Development Workshop EQUIP Training	<u>Inservice</u> Inquiry Unit Review using EQUIP Published to Canvas
Goal 2: Best Practices	Introducti on to 9 Strategies	Homework and Practice		Summari zing and note taking	Identifying similarities and differences	Non- linguistic Representati ons	Co-operative Learning	Setting and providing feedback	Generating and testing hypothesis	Questions, cues and advance organizers	Reinforcing effort and providing recognition		
Goal 3: Formativ e Assessm ent Project	Module 1	Peer Review	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9			
Goal 4: Digital Integrati on	Using technolog y in the classroom Overview	Program specific training Rtl reporting process	Progress Monitori ng and Program Specific training	Understa nding and using the data Rtl reporting process	Understandi ng and using the data	Progress Monitoring and Early Intervention Strategies	Progress Monitoring and Early Intervention Strategies	Progress Monitoring and Interventio n Strategies	Progress Monitoring and Intervention Strategies	Progress Monitoring and Intervention Strategies	Progress Monitoring and Intervention Strategies		
Goal 5: PLC	Domain 2 Compon ents a, b	PLC Collaborati on	Domain 2 Compon ents c, d	PLC Collabora tion	Domain 2 Self Evaluation Progress	PLC - Collaboration	Domain 2 Self Evaluation Progress	PLC Collaborati on	Domain 2 – Final Self Evaluation	PLC - Collaboratio n			

**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

Determine PD Coordinator(s)	CFA Director of Curriculum	Coordination of Professional Development
	Training Goals:	
	1. CCSS Inquiry Units (1 Performance Task Unit per semester) – Tara (Facilitator)	
Year 1 – Director Leads PD	2. Best Practices with use of Marzano strategies – Staff Co-facilitate	
	3. Formative Assessment Training (Formative and Summative) - Admin	
	4. Digital Training: Tara Co-facilitate with Staff	
	Rtl Integration – Rtl Team	
	5. PLC integration – Admin. Team	
	Charlotte Danielson – Admin. Team	

\*PD instruction will

- Focus on the successful integration of Marzano ‘s Best Practices into formative assessments in Inquiry Driven Performance Units that align with the CCSS.
- Year 1 will focus on one Performance Task by the end of the year with peer evaluation using the EQUIP rubric
- Integrate digital literacy into curriculum instruction will addressing the needs of every learner using a variety of digital resources
- Use PLC’s for reflection and peer evaluation of CCSS units with an eye for Rtl strategies and accommodations
- Self Evaluation using the Charlotte Danielson Framework

**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

Timeline 2018-2019

	August	September	October	November	December	January	February	March	April	May
<u>Goal 1</u>	<u>Inservice</u> CCSS ELA Review Key Shifts Inquiry Principles	<u>Inservice</u> CCSS ELA Review EQUIP Review	<u>Inservice</u> CCSS ELA Backwards Planning	<u>Inservice</u> CCSS ELA Text Complexity	<u>Inservice</u> Balance of Writing (5 Kinds of Composing)	<u>Inservice</u> CCSS ELA Webbs Depths of Knowledge	<u>Inservice</u> CCSS ELA Technology Integration and Assessment Strategies	<u>Inservice</u> CCSS ELA Creating Formative Assessments with Scaffolding	<u>Inservice</u> CCSS ELA Inquiry Unit Workshop	<u>Inservice</u> Peer Evaluations using the EQUIP Rubric Published to Canvas
Goal 2: Best Practices	Introduction to 9 Strategies	Homework and Practice		Summarizing and note taking	Identifying similarities and differences	Non-linguistic Representations	Co-operative Learning	Setting and providing feedback	Generating and testing hypothesis	Questions, cues and advance organizers
Goal 3: Formative Assessment Project	Module 2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
Goal 4: Digital Integration	Using technology in the classroom Overview	Program specific training	Progress Monitoring and Program Specific training	Understanding and using the data	Understanding and using the data	Progress Monitoring and Early Intervention	Progress Monitoring and Early Intervention	Progress Monitoring and Intervention Strategies	Progress Monitoring and Intervention Strategies	Domain 2 – Final Self Evaluation
Goal 5: PLC	Domain 2 Components a, b	PLC Collaboration	Domain 2 Components c, d	PLC Collaboration	Domain 2 Self Evaluation Progress	PLC - Collaboration	Domain 2 Self Evaluation Progress	PLC Collaboration	Domain 2 – Final Self Evaluation	PLC - Collaboration

Coordination of Professional Development

Determine PD Coordinator(s)

CFA

Director of Curriculum

Training Goals:

1. CCSS Inquiry Units (1 Performance Task Unit per semester) – Tara (Facilitator)
2. Best Practices with use of Marzano strategies – Staff Co-facilitate
3. Formative Assessment Training (Formative and Summative) - Admin
4. Digital Training: Tara Co-facilitate with Staff  
Rtl Integration – Rtl Team

**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

	5. PLC integration – Admin. Team
	Charlotte Danielson – Admin. Team

\*PD instruction will

- Focus on the successful integration of Marzano ‘s Best Practices into formative assessments in Inquiry or Expeditionary Based Units that align with the CCSS.
- Year 2 will focus on 1 Performance Task for quarter 2 by end of the year with peer evaluation and self -evaluation using the EQUIP rubric
- Integrate digital literacy into curriculum instruction
- Use PLC’s for reflection and peer evaluation of CCSS units with an eye for Rtl strategies and accommodations
- Self Evaluation using the Charlotte Danielson Framework

**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

Timeline 2019-2020

	August	September	October	November	December	January	February	March	April	May	
<u>Goal 1</u>	<u>Inservice</u> CCSS ELA Review Key Shifts Inquiry Principles	<u>Inservice</u> CCSS ELA Review EQUIP Review	<u>Inservice</u> Technology Integration and Assessment Strategies	<u>Inservice</u> CCSS ELA Text Complexity	<u>Inservice</u> Balance of Writing (5 Kinds of Composing)	<u>Inservice</u> Balance of Writing (5 Kinds of Composing)	<u>Inservice</u> <i>Balance of Writing (5 Kinds of Composing)</i>	<u>Inservice</u> Effective Feedback	<u>Inservice</u> CCSS ELA Creating Formative Assessments with Scaffolding	<u>Inservice</u> CCSS ELA Inquiry Unit Workshop	<u>Inservice</u> Peer Evaluations using the EQUIP Rubric Published to Canvas
Goal 2: Best Practices	Introduction to 9 Strategies	Homework and Practice		Summarizing and note taking	Identifying similarities and differences	Non-linguistic Representations	Co-operative Learning	Setting and providing feedback	Generating and testing hypothesis	Questions, cues and advance organizers	
Goal 3: Formative Assessment Project	Module 3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	
Goal 4: Digital Integration	Using technology in the classroom Overview	Program specific training	Progress Monitoring and Program Specific training	Understanding and using the data	Understanding and using the data	Progress Monitoring and Early Intervention	Progress Monitoring and Early Intervention	Progress Monitoring and Intervention Strategies	Progress Monitoring and Intervention Strategies	Domain 2 – Final Self Evaluation	
Goal 5: PLC	Domain 2 Components a, b	PLC Collaboration	Domain 2 Components c, d	PLC Collaboration	Domain 2 Self Evaluation Progress	PLC - Collaboration	Domain 2 Self Evaluation Progress	PLC Collaboration	PLC Collaboration Evaluation	PLC - Collaboration	

Determine PD Coordinator(s)	Tara Bastian, Margaret Reeves, Jennifer Capps									
Training Goals	Coordination of Professional Development									
Marzano										
Danielson										
Assessment Training (Formative and Summative)										
Digital Training: Software DefinedStem, PLATO, Successmaker, Other by Research										
Rtl Integration										

**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

PLC integration

\*PD instruction will

- Focus on the successful integration of Marzano ‘s Best Practices into formative assessments in Inquiry or Expeditionary Based Units that align with the CCSS.
- Year 3 will focus on one Performance Task for quarter 3 and 4. Teachers will have 2 Performance Task per semester to equal 4 total Performance Tasks. Teachers will self-evaluate, peers will evaluate, and Director will evaluate using EQUIP rubric
- Integrate digital literacy into curriculum instruction
- Use PLC’s for reflection and peer evaluation of CCSS units with an eye for RtI strategies and accommodations
- Self Evaluation using the Charlotte Danielson Framework



**Gem Prep: Pocatello 3-Year Professional Development Plan  
2017-2018, 2018-2019, 2019-2020**

**Professional Development Cost Analysis**

<b>List of Anticipated Expenditures 2014-2015</b>			
Professional Organization Memberships/Journals	25 @ \$85/ea		\$2,125
Professional Books	25 @ \$35/ea		\$875
District-Embedded PD Course for Credit through NNU	25 @ \$60		\$1,500
<b>TOTAL EXPECTED EXPENSES</b>			<b>\$4,500</b>

<b>List of Anticipated Expenditures 2015-2016</b>			
Professional Organization Memberships/Journals	25 @ \$85/ea		\$2,125
Professional Books	25 @ \$35/ea		\$875
District-Embedded PD Course for Credit through NNU	25 @ \$60		\$1,500
<b>TOTAL EXPECTED EXPENSES</b>			<b>\$4,500</b>

<b>List of Anticipated Expenditures 2016-2017</b>			
Professional Organization Memberships/Journals	25 @ \$85/ea		\$2,125
Professional Books	25 @ \$35/ea		\$875
District-Embedded PD Course for Credit through NNU	25 @ \$60		\$1,500
<b>TOTAL EXPECTED EXPENSES</b>			<b>\$4,500</b>



**Gem Prep: Pocatello Educator Mid-Year Conference Form (For Teachers and Administrators)**

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

The Mid-Year Conference provides a formal opportunity for the educator and evaluator to discuss the Professional Learning Plan. The Primary Evaluator and educator will set aside time to discuss progress of Professional Learning Plan. If a Professional Learning Goal has been met before the end of the first semester, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. It will be the responsibility of the Evaluator and educator to determine if the goals need to be altered. If, at the end of the year, a Professional Learning Goal is still in the process of being achieved, and the Teacher and evaluator feel as though it is important for the Teacher to continue working toward the goal, the Teacher can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

<b>Professional Practice Goal 1</b>	<b>Comments</b>
	<i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i>
	<b>Key Strengths:</b>
	<b>Priority Areas for Development:</b>

<b>Professional Practice Goal 1</b>	<b>Comments</b>
	<i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i>
	<b>Key Strengths:</b>
	<b>Priority Areas for Development:</b>

Comments	
<i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i>	
Professional Practice Goal 3	Key Strengths:
	Priority Areas for Development:

**Additional comments:**

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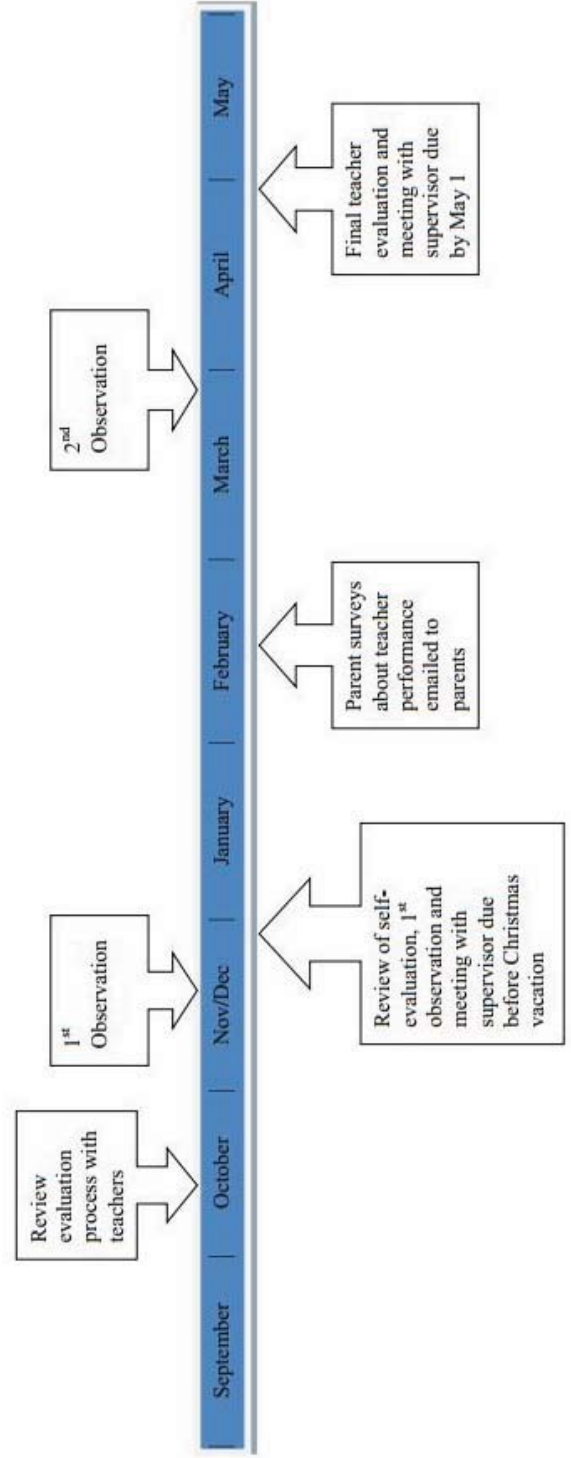
If the educator is in danger of receiving a rating of "Unsatisfactory" or "Basic," the evaluator should check this box and the educator and his or her evaluator will revisit the Professional Growth Plan, revising action steps and setting appropriate benchmarks for the second semester.

Educator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Gem Teacher Evaluation Timeline



### Professional Learning Plan - Teacher

Please indicate with 'x' in box, if teacher is on a plan of improvement

**Plan of Improvement**

<b>Name:</b>		<b>Position/Title:</b>		<input checked="" type="checkbox"/> New
<b>Date Developed:</b>		<b>District:</b>		<input type="checkbox"/> New
<b>Date Revised:</b>		<b>School(s):</b>		<input type="checkbox"/> New
<b>Educator Signature</b>	X	<b>Grade Level(s):</b>		<input type="checkbox"/> New
		<b>Subject(s):</b>		<input type="checkbox"/> New
<b>Evaluator Signature</b>	X			

#### Setting Goals with Primary Evaluator

The Primary Evaluator will assist the educator in setting specific and measurable Professional Learning Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the educator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the Teacher meet those goals. Although districts may offer professional development opportunities that overlap with the Teacher’s Professional Learning Goals, each Teacher is personally responsible for improving their own practice and achieving their own goals.

#### When to Revise the Professional Learning Plan

The Mid-Year Conference provides a formal opportunity for the Teacher and evaluator to discuss the Professional Learning Plan. If a Professional Learning Goal has been met before the end of the first semester, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Learning Goal is still in the process of being achieved, and the Teacher and evaluator feel as though it is important for the Teacher to continue working toward the goal, the Teacher can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

**A Framework for Teaching, Charlotte Danielson, 2011**

Domain 1 Planning and Preparation	Domain 2 The Classroom Environment
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b>            Knowledge of Content and the Structure of the Discipline            Knowledge of the Prerequisite Relationships            Knowledge of Content-Related Pedagogy</p> <p><b>b. Demonstrating Knowledge of Students</b>            Knowledge of Child and Adolescent Development            Knowledge of the Learning Process            Knowledge of Students' Skills, Knowledge, and Language Proficiency            Knowledge of Students' Interests and Cultural Heritage            Knowledge of Students' Special Needs</p> <p><b>c. Selecting Instructional Outcomes</b>            Value, Sequence and Alignment            Clarity            Balance            Suitability for Diverse Students</p> <p><b>d. Demonstrating Knowledge of Resources</b>            Resources for Classroom Use            Resources to Extend Content Knowledge and Pedagogy            Resources for Students</p> <p><b>e. Designing Coherent Instruction</b>            Learning Activities            Instructional Materials and Resources            Instructional Groups            Lesson and Unit Structure</p> <p><b>f. Designing Student Assessments</b>            Congruence with Instructional Outcomes            Criteria and Standards            Design of Formative Assessments            Use for Planning</p>	<p><b>a. Creating an Environment of Respect and Rapport</b>            Teacher Interactions with Students Including Both Words and Actions            Student Interactions with Other Students, Including Both Words and Actions</p> <p><b>b. Establishing a Culture for Learning</b>            Importance of the Content and of Learning            Expectations for Learning and Achievement            Student Pride in Work</p> <p><b>c. Managing Classroom Procedures</b>            Management of Instructional Groups            Management of Transitions            Management of materials and Supplies            Performance of Non-Instructional Duties</p> <p><b>d. Managing Student Behavior</b>            Expectations            Monitoring of Student Behavior            Response to Student Misbehavior</p> <p><b>e. Organizing Physical Space</b>            Safety and Accessibility            Arrangement of Furniture and Use of Physical Resources</p>
Domain 4 Professional Responsibilities	Domain 3 Instruction
<p><b>a. Reflecting on Teaching</b>            Accuracy            Use in Future Teaching</p> <p><b>b. Maintaining Accurate Records</b>            Student completion of Assessments            Student Progress in Learning            Non-instructional Records</p> <p><b>c. Communicating with Families</b>            Information about the Instructional Program            Information about Individual Students            Engagement of Families in the Instructional Program</p> <p><b>d. Participating in a Professional Community</b>            Relationships with Colleagues            Involvement in a Culture of Professional Inquiry            Service to the School            Participation in School and District Projects</p> <p><b>e. Growing and Developing Professionally</b>            Enhancement of Content Knowledge and Pedagogical Skills            Service to the Profession</p> <p><b>f. Showing Professionalism</b>            Integrity and Ethical Conduct            Service to Students            Advocacy            Decision Making            Compliance with School and District Regulations</p>	<p><b>a. Communicating with Students</b>            Expectations for Learning            Directions for Activities            Explanations of Content            Use of Oral and Written Language</p> <p><b>b. Using Questioning and Discussion Techniques</b>            Quality of Questions/Prompts            Discussion Techniques            Student Participation</p> <p><b>c. Engaging Students in Learning</b>            Activities and Assignments            Grouping of Students            Instructional Materials and Resources            Structure and Pacing</p> <p><b>d. Using Assessment in Instruction</b>            Monitoring of Student Learning            Feedback to Students            Student Self-Assessment and Monitoring of Progress</p> <p><b>e. Lesson Adjustment</b>            Response to Students            Persistence</p>



## Professional Learning Goals

Record three Professional Learning Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status <input type="checkbox"/> Achieved <input type="checkbox"/> In Process <input type="checkbox"/> Not Achieved
<p>Example:  <b>Teacher Professional Practice 3d: Using Assessment in Instruction, Monitoring of Student Learning</b></p>	<p>Example:  <i>In an effort to ensure all of my students make adequate yearly growth, I will create simple formative assessment strategies to include in my daily math lessons, especially those that are strongly connected to common core state standards.</i></p>	<p><i>In Process</i></p>

**Professional Learning Goal #1:**

**Action Steps and Data:**  
Include detailed steps and the data you will use to determine whether each benchmark is met

Action Step 1:

By: \_\_\_\_\_  
Data: \_\_\_\_\_

By: \_\_\_\_\_  
Data: \_\_\_\_\_

By: \_\_\_\_\_  
Data: \_\_\_\_\_

By: \_\_\_\_\_  
Data: \_\_\_\_\_

**Benchmarks and Data:**

Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.

**Evidence of Achievement:**  
How do you know that your goal has been met?

Action Step 2:

By: \_\_\_\_\_  
Data: \_\_\_\_\_

By: \_\_\_\_\_  
Data: \_\_\_\_\_

By: \_\_\_\_\_  
Data: \_\_\_\_\_

By: \_\_\_\_\_  
Data: \_\_\_\_\_

**Professional Learning Goal #2:**

**Action Steps and Data:**  
*Include detailed steps and the data you will use to determine whether each benchmark is met*

**Benchmarks and Data:**  
*Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*

**Evidence of Achievement:**  
*How do you know that your goal has been met?*

<p>Action Step 1:</p>	<p>By: _____ Data: _____</p>	<p>By: _____ Data: _____</p>	<p>By: _____ Data: _____</p>	<p>By: _____ Data: _____</p>	
<p>Action Step 2:</p>	<p>By: _____ Data: _____</p>	<p>By: _____ Data: _____</p>	<p>By: _____ Data: _____</p>	<p>By: _____ Data: _____</p>	

**Professional Learning Goal #3:**

**Action Steps and Data:**  
*Include detailed steps and the data you will use to determine whether each benchmark is met*

Action Step 1:

By:	By:	By:	By:
Data:	Data:	Data:	Data:

Action Step 2:

By:	By:	By:	By:
Data:	Data:	Data:	Data:

**Benchmarks and Data:**

*Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*

By:	By:	By:	By:
Data:	Data:	Data:	Data:

**Evidence of Achievement:**

*How do you know that your goal has been met?*

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**POLICY TITLE: Evaluations of Certificated Employees**

**POLICY NO: 443**

**PAGE 1 of 7**

Effective evaluation systems recognize, promote and help develop effective and successful educators. Gem Prep: Nampa adopts this policy for certificated staff performance evaluations to ensure that all certificated personnel are evaluated on a fair and consistent basis. Multiple measures are utilized in which the evaluation criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction.

## **DEFINITIONS**

“Certificated instructional employees,” also referred to as teachers, are those employees who are currently teaching in an Idaho K-12 classroom/school and hold a valid Idaho certificate.

“Certificated non-instructional employees” are those individuals who are required to hold a certificate, but do not meet the definition of instructional employees. Certificated non-instructional employees include those individuals who hold pupil personnel certificates.

“Pupil personnel certificate holders” are those individuals who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists.

“Nonrenewable contract personnel,” also referred to as annual contract employees, are those individuals who have been hired on a Category 1, Category 2 or Category 3 contract.

“Renewable contract personnel” are those certificated individuals who have been employed by this district for four (4) or more continuous years.

## **PURPOSE OF EVALUATIONS**

The purpose for conducting employee evaluations is to improve student achievement by supporting teacher development. Evaluations assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

## **EVALUATION CRITERIA**

The professional practice standards used in the evaluation model are based on Charlotte Danielson Framework for Teaching Second Edition and include:

1. Domain 1: Planning and Preparation
  - a. Demonstrating knowledge of content and pedagogy.

- b. Demonstrating knowledge of students.
  - c. Setting instructional outcomes.
  - d. Demonstrating knowledge of resources.
  - e. Designing coherent instruction.
  - f. Designing student assessments.
2. Domain 2: The Classroom Environment
- a. Creating an environment of respect and rapport.
  - b. Establishing a culture for learning.
  - c. Managing classroom procedures.
  - d. Managing student behavior.
  - e. Organizing physical space.
3. Domain 3: Instruction and Use of Assessment
- a. Communicating with students.
  - b. Using questions and discussion techniques.
  - c. Engaging students in learning.
  - d. Using assessment in instruction.
  - e. Demonstrating flexibility and responsiveness.
4. Domain 4: Professional Responsibilities
- a. Reflecting on teaching.
  - b. Maintaining accurate records.
  - c. Communicating with families.
  - d. Participating in a professional community.
  - e. Growing and developing professionally.
  - f. Showing professionalism.

## **EVALUATOR**

The Director or designee will be responsible for evaluating certificated instructional staff and pupil personnel performance. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018.



## **SOURCES OF DATA**

### **Professional Practice – 67% of the Evaluation Results**

At least sixty-seven percent (67%) of the evaluation results in the evaluation for all certificated instructional employees will consist of evaluation results based on Professional Practice standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation will include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. At least one of the following will also be included as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:

1. Parent/guardian input;
2. Student input; and/or
3. Portfolios.

### **Student Achievement – 33% of the Evaluation Results**

At least thirty-three percent (33%) of the evaluation results in the evaluation for all certificated instructional employees will consist of evaluation results based on multiple objective measures of growth in student achievement, using current and/or past years' data, and based upon research. Growth in student achievement as measured by Idaho's statewide student achievement test will be included.

## **EVALUATION PROCEDURES**

The evaluator will notify the employee of factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the employee's performance for the year thus far.

At the end of the year, the evaluator and employee will review and discuss the employee's achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the employee's performance for the year and assign a final effectiveness rating.

### **Annual Contract Employees**

There will be a minimum of one (1) documented evaluation during each of the annual contract years of employment, which will be completed by the evaluator on or before May 1 of each year. At a minimum, the evaluation will include two (2) documented observations, one (1) of which will be completed by January 1 of each year.

### **Renewable Contract Employees**

There will be a minimum of one (1) documented evaluation conducted annually for each certificated instructional employee on a renewable contract, which will be completed by the evaluator on or before May 1 of each year. At a minimum, the evaluation will include two (2) documented observations, one (1) of which will be completed prior to January 1 of each year.

### **Certificated Non-Instructional Employees**

Evaluations will be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible.

### **COMMUNICATION OF RESULTS**

The certified employee will have the opportunity to attach a response to his or her evaluation.

Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to SDE as required for state and federal reporting purposes.

### **PERSONNEL ACTIONS**

The following actions may result from the evaluation process:

1. A letter of reprimand;
2. Renewal of employment contract;
3. A period of probation;
4. Reassignment;
5. Immediate discharge;
6. Renewal of the employment contract under a continued probationary status; and/or
7. Non-renewal of employment contract.

A letter of reprimand may be issued at any time, with or without a formal evaluation, if an employee is found to be in violation of applicable legal, ethical, or professional standards. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the board of trustees.

## **PROBATION**

The School is not required to establish a period of probation for Category 1 or Category 2 employees whose performance is unsatisfactory.

For renewable contract employees, the board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the employee's renewable contract status.

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

After the probationary period, action will be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

## **REMEDIATION**

Employees placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, employees who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the employee to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

## **APPEAL**

When disagreement exists regarding the results of the evaluation, the affected employee is entitled to attach a rebuttal to his or her evaluation. An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as outlined in Idaho Code Sections 33-513 through 33-515.

## **MONITORING AND EVALUATION**

The Director or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently.

The Director or designee will continually review and develop the School's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the School's evaluation model will be approved by the board of trustees and submitted to the SDE for approval.

## **PROFESSIONAL DEVELOPMENT AND TRAINING**

The School will provide ongoing training for evaluators/administrators and teachers regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

## **FUNDING**

Funding will be allotted for the ongoing training and professional development.

## **COLLECTING AND USING DATA**

Aggregate data will be considered part of the School's and its individual schools' needs assessment in determining professional development offerings. The School will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

## **INDIVIDUALIZED TEACHER EVALUATION RATING SYSTEM**

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

- a. Unsatisfactory = 1
- b. Basic = 2
- c. Proficient = 3
- d. Distinguished = 4



## **LEGAL REFERENCE:**

Idaho Code Sections

- 9-340, *et seq.* – Records Exempt from Disclosure
- 33-514 – Issuance of Annual Contracts
- 33-515 – Issuance of Renewable Contracts

33-518 – Employee Personnel Files  
IDAPA – Rules Governing Uniformity  
08.02.02.007 – Definitions  
08.02.02.026 – Administrator Certificate  
08.02.02.027 – Pupil Personnel Services Certificate  
08.02.02.120 – Local District Evaluation Policy – Teacher and Pupil Personnel  
Idaho Department of Education Guidelines found at: <http://www.sde.idaho.gov/site/teacherEval/>

**ADOPTED: 06-23-2014**

**AMENDED:**

## Teacher Self-Assessment Form

<b>Name:</b>			
<b>School:</b>		<b>District:</b>	
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Learning Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year's), including feedback from your prior evaluation. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

### Self-Assessment– Professional Practice

Using the Charlotte Danielson's Framework for Teaching rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

(EXAMPLE) Professional Practice Strength Domain 3: Instruction	(EXAMPLE) Professional Practice Area of Development Domain 3: Instruction
<p><i>EX: On my previous evaluation, I earned a "Distinguished" rating on this competency with my evaluator commenting that "Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work".</i></p> <p><i>Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.</i></p>	<p><i>EX: On my previous evaluation, I earned a "Basic" rating on this competency. My evaluator commented that "Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized."</i></p> <p><i>In addition to my evaluator's comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.</i></p>



**Summary of A Framework for Teaching, Charlotte Danielson, 2011**

Domain 1 Planning and Preparation	Domain 2 The Classroom Environment
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b>            Knowledge of Content and the Structure of the Discipline            Knowledge of the Prerequisite Relationships            Knowledge of content-Related Pedagogy</p> <p><b>b. Demonstrating Knowledge of Students</b>            Knowledge of Child and Adolescent Development            Knowledge of the Learning Process            Knowledge of Students' Skills, Knowledge, and Language Proficiency            Knowledge of Students' Interests and Cultural Heritage            Knowledge of Students' Special Needs</p> <p><b>c. Selecting Instructional Outcomes</b>            Value, Sequence and Alignment            Clarity            Balance            Suitability for Diverse Students</p> <p><b>d. Demonstrating Knowledge of Resources</b>            Resources for Classroom Use            Resources to Extend Content Knowledge and Pedagogy            Resources for Students</p> <p><b>e. Designing Coherent Instruction</b>            Learning Activities            Instructional Materials and Resources            Instructional Groups            Lesson and Unit Structure</p> <p><b>f. Designing Student Assessments</b>            Congruence with Instructional Outcomes            Criteria and Standards            Design of Formative Assessments            Use for Planning</p>	<p><b>a. Creating an Environment of Respect and Rapport</b>            Teacher Interactions with Students Including Both Words and Actions            Student Interactions with Other Students, Including Both Words and Actions</p> <p><b>b. Establishing a Culture for Learning</b>            Importance of the Content and of Learning            Expectations for Learning and Achievement            Student Pride in Work</p> <p><b>c. Managing Classroom Procedures</b>            Management of Instructional Groups            Management of Transitions            Management of materials and Supplies            Performance of Non-Instructional Duties</p> <p><b>d. Managing Student Behavior</b>            Expectations            Monitoring of Student Behavior            Response to Student Misbehavior</p> <p><b>e. Organizing Physical Space</b>            Safety and Accessibility            Arrangement of Furniture and Use of physical Resources</p>
Domain 4 Professional Responsibilities	Domain 3 Instruction
<p><b>a. Reflecting on Teaching</b>            Accuracy            Use in Future Teaching</p> <p><b>b. Maintaining Accurate Records</b>            Student completion of Assessments            Student Progress in Learning            Non-instructional Records</p> <p><b>c. Communicating with Families</b>            Information about the Instructional Program            Information about Individual Students            Engagement of Families in the Instructional Program</p> <p><b>d. Participating in a Professional Community</b>            Relationships with Colleagues            Involvement in a Culture of Professional Inquiry            Service to the School            Participation in School and District Projects</p> <p><b>e. Growing and Developing Professionally</b>            Enhancement of Content Knowledge and Pedagogical Skills            Service to the Profession</p> <p><b>f. Showing Professionalism</b>            Integrity and Ethical Conduct            Service to Students            Advocacy            Decision Making            Compliance with School and District Regulations</p>	<p><b>a. Communicating with Students</b>            Expectations for Learning            Directions for Activities            Explanations of Content            Use of Oral and Written Language</p> <p><b>b. Using Questioning and Discussion Techniques</b>            Quality of Questions/Prompts            Discussion Techniques            Student Participation</p> <p><b>c. Engaging Students in Learning</b>            Activities and Assignments            Grouping of Students            Instructional Materials and Resources            Structure and Pacing</p> <p><b>d. Using Assessment in Instruction</b>            Monitoring of Student Learning            Feedback to Students            Student Self-Assessment and Monitoring of Progress</p> <p><b>e. Lesson Adjustment</b>            Response to Students            Persistence</p>

GPM Teacher Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Planning and Preparation		
Domain 2 Classroom Environment		
Domain 3 Instruction		
Domain 4 Professional Responsibilities		

## GPM Teacher Self-Assessment Narrative

Please respond to each of the following prompts below.

1. **Prioritize.** Review the three (or more) areas of development identified in your Self-Assessment and areas of strength. Reflect on your professional growth over the last year and prioritize these three to six areas of development that are most important for your professional growth and will yield the best outcomes for your students

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

1. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?

## Appendix O: Outreach Activities & Marketing Plan

### Activities and Marketing Plan

Outreach activities are designed to reach a broad audience and have resulted in documented enrollment and community involvement with school development. Planned outreach is specific, ongoing and has a history of successfully reaching a diverse constituency.

Month	Tasks/ Goals	Responsible Party	Cost/Budget	Groups Targeted
01/2016	<b>Advertise Open enrollment / Various media</b> <i>Reaching all demographics within the enrollment area.</i>	Receptionist	\$25	All within enrollment area, including underserved
01/2016	<b>Ongoing Monthly Meetings with PTO through 12/2016</b> <i>Designed facilitate communication with current families and to receive input from constituents.</i>	Principal, School Operations Manager	\$0	Current families and prospective families
02/2016	<b>Facebook Advertise: Hiring &amp; Enrollment</b> <i>Designed to reach a wide audience within 30 miles of the campus.</i>	Receptionist	\$620	All within enrollment area, including underserved
04/2016	<b>Summer Park &amp; Community Events &amp; Parades</b> <i>Designed to reach all within enrollment area; all families who attend community events focused on children activities.</i>	Principal	\$150	All within enrollment area, including underserved, specifically low income and Spanish speaking
06/2016	<b>Organize School Tours</b> <i>Designed to allow for a deeper understanding of the programs offered, opportunity to see blended learning in progress. For community members, educators and prospective enrollees.</i>	School Operations Manager	\$0	All within enrollment area, including underserved, specifically low income and Spanish speaking; as principal is bilingual and facilitates the tours.
06/2016	<b>Monthly Summer Socials on Campus</b> <i>Designed to encourage returning families to meet new families, as well as invite and recruit prospective families.</i>	Principal, Operations Manager	\$50	All within enrollment area, including underserved, specifically low income and Spanish speaking; as bilingual principal hosts event.
06 – 08/2016	<b>Summer Free Lunch in the Park</b> <i>Designed for bilingual principal to meet face-to-face with potential families; inviting them to visit campus and learn more about the school.</i>	Principal	0	All within enrollment area, including underserved, specifically low income and Spanish speaking; as bilingual principal meets face-to-face with prospects.
10/2016	<b>Press Release announcing authorization</b> <i>Designed to reach all within the enrollment area; community partners as well as constituents.</i>	Receptionist	\$50	All within enrollment area, including underserved, as well as community partners.
10/2016	<b>Booth at Zoo Boo</b> <i>Designed to reach all within enrollment area; all families who attend community events focused on children activities.</i>	Principal	\$25	All within enrollment area, including underserved, specifically low income and Spanish speaking; as bilingual principal hosts the booth.
01/2017	<b>Advertise Open enrollment / Various media</b> <i>Reaching all demographics within the enrollment area.</i>	Receptionist	\$25	All within enrollment area, including underserved

01/2017	<b>Ongoing Monthly Meetings with PTO through 12/2017</b> <i>Designed to facilitate communication with current families and to receive input from constituents.</i>	Principal, School Operations Manager	\$0	Current families and prospective families
02/2017	<b>Facebook Advertise: Hiring &amp; Enrollment</b> <i>Designed to reach a wide audience within 30 miles of the campus; also advertise in Spanish.</i>	Receptionist	\$620	All within enrollment area, including underserved
06/2017	<b>Summer Park &amp; Community Events &amp; Parades</b> <i>Designed to reach all within enrollment area; all families who attend community events focused on children activities.</i>	Principal	\$150	All within enrollment area, including underserved, specifically low income and Spanish speaking
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06 – 08/2017	<b>Summer Free Lunch in the Park</b> <i>Designed for bilingual principal to meet face-to-face with potential families; inviting them to visit campus and learn more about the school.</i>	Principal	0	All within enrollment area, including underserved, specifically low income and Spanish speaking; as bilingual principal meets face-to-face with prospects.
08/2017	<b>Back to School Night</b> <i>Designed to orient new students and families; as well as disseminate information about the upcoming school year, i.e. food service, transportation plans, etc.</i>	Principal, School Operations Manager	\$0	Current families
10/2017	<b>Booth at Zoo Boo</b> <i>Designed to reach all within enrollment area; all families who attend community events focused on children activities.</i>	Principal	\$25	All within enrollment area, including underserved, specifically low income and Spanish speaking
01/2018	<b>Advertise Open enrollment / Various media</b> <i>Reaching all demographics within the enrollment area.</i>	Receptionist	\$25	All within enrollment area, including underserved
01/2018	<b>Ongoing Monthly meetings with PTO through 12/2018</b> <i>Designed facilitate communication with current families and to receive input from constituents.</i>	Principal, School Operations Manager	\$0	Current families and prospective families
02/2018	<b>Facebook Advertise: Hiring &amp; Enrollment</b> <i>Designed to reach a wide audience within 30 miles of the campus.</i>	Receptionist	\$620	All within enrollment area, including underserved
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06/2018	<b>Monthly Summer Socials on Campus</b> <i>Designed to encourage returning families to meet new families, as well as invite and recruit</i>	Principal, Operations Manager	\$50	All within enrollment area, including underserved, specifically low income and Spanish speaking

	<i>new families.</i>			
06/2018	<b>Organize School Tours</b> <i>Designed to allow for a deeper understanding of the programs offered, opportunity to see blended learning in progress. For community members, educators and prospective enrollees.</i>	School Operations Manager	\$0	All within enrollment area, including underserved, specifically low income and Spanish speaking
06-08/2018	<b>Summer Free Lunch in the Park</b> <i>Designed for bilingual principal to meet face-to-face with potential families; inviting them to visit campus and learn more about the school.</i>	Principal	0	All within enrollment area, including underserved, specifically low income and Spanish speaking; as bilingual principal meets face-to-face with prospects.
08/2018	<b>Back to School Night</b> <i>Designed to orient new students and families; as well as disseminate information about the upcoming school year, i.e. food service, transportation plans, etc.</i>	Principal, School Operations Manager	\$0	Current families

The marketing plan continues to evolve and grow. Gem Prep: Pocatello is continually seeking new ways to inform all constituents, including low income, underserved, and minority groups, about the educational opportunities available to the Pocatello community.





## Enrollment Demographics

2016/2017 Grade Level Enrollment		
Grade Breakdown	Wait List	Enrolled
<b>Total Students</b>	<b>41</b>	<b>116</b>
Kindergarten	23	24
First Grade	9	24
Second Grade	12	24
Third Grade	0	24
Fourth Grade	0	20

*\*Full enrollment in all grades is anticipated, as well as increased wait-lists, by end of summer 2016.*

Students Receiving Special Svs	
Program Services Breakdown	
<b>Total Students</b>	<b>28%</b>
SpED	8%
504	1%
Title 1	18%
ELL	0%
Gifted	0%

Gender	
Male	62%
Female	38%

Ethnicity	
Hispanic or Latino	3%
Not Hispanic or Latino	97%

Family City	
Pocatello	87%
Chubbuck	13%

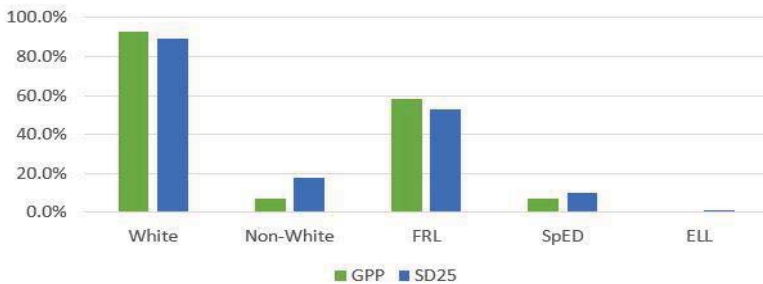
Free and Reduced Lunch	
	58%

2015/2016 Race	
American Indian or Alaskan Native	
Asian	1%
Black or African American	1%
Native HW or Other Pac Islander	

### Comparison Chart to District 25

#### Student Demographics Comparison

**Gem Prep: Pocatello & Pocatello Area**  
 Pocatello Area Data from 2014 PCSC Annual Report  
 Gem Prep: Pocatello data from 2015/2016 SY



*\*These are anticipated demographics, and subject to change upon final enrollment.*

**Draft**



# Student & Parent Handbook

**1451 Jessie Clark Lane**  
Pocatello, ID 83202  
208.238.1388  
Gemprep.org

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# Chapter One: The School

## Letter from the Principal

Dear Parents and Students,

Thank you for choosing Gem Prep: Pocatello for your child. The 2017-2018 Student and Parent Handbook is designed to guide you and your child through this exciting time.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of the School's leadership team, or your child's teacher.

At Gem Prep: Pocatello, we recognize that educating children requires a team effort, and we look forward to joining you in this vital pursuit. Working together, we can realize our shared vision of excellence in public education.

We hope you find this handbook a useful navigational tool. It is important you read the handbook in its entirety, as it contains essential information you need to know. Please be aware that this handbook does not include all Gem Prep: Pocatello policies and procedures, but is meant to be used as a guide for the upcoming school year. If you have additional questions please let us know.

We are excited that you have chosen Gem Prep: Pocatello as the best educational option for your child/children. Working together, we believe our school can effectively meet the needs of parents and students, helping students meet their full potential. We look forward to working with you throughout the school year.

Sincerely,

Gerald Love, Principal

208.238.1388  
[geraldlove@gemprep.org](mailto:geraldlove@gemprep.org)



## Mission

Prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, adaptive technology and partnerships with families.

### Key Elements

Gem is grounded in 21<sup>st</sup> century learning and innovative school practices.

- **High Expectations and Rigor:** We have a focus on 21st century learning and critical thinking skills. We believe all of our students can learn at the very highest levels and they will continually revise their work and improve their skills. We will prepare all students for a post-secondary education, by offering dual credit during high school and an alignment of our curriculum with Common Core.
- **Personalization.** Our instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** We are grounded in the importance of using data to drive instruction. Our schools use formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** We believe strongly in the importance of continual improvement and innovation. The organization will constantly review performance data and make adjustments to the school model as necessary.

## School Culture & Values

Gem Prep: Pocatello has a vibrant school culture where the value of academic achievement is palpable and our college-focused mission is ever present. Teachers and students alike share a joy of learning, and encourage each other towards excellence.

We realize that creating a positive, safe, welcoming school culture is paramount to the success of our school and the well-being of our students. At Gem Prep: Pocatello, the principal will be the primary lead for school culture.

Our school culture is focused on the positive and is preventative rather than reactionary. At the core of our school culture is our philosophy that we should focus on character developments that promote student respect for themselves and others.

### The key components of our school culture plan include:

- High expectations for behavior
- A positive, safe, inclusive and supportive learning community
- Respect for oneself, others and the learning environment
- Teaching appropriate behaviors and fostering responsible decision-making skills
- Building character and social-emotional skills: "Habits of Mind"
- The importance of adults modeling the behaviors that we expect from students

## Vision

Gem Prep: Pocatello is a K-12, personalized, college and career preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning we will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

### We will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

### The School is guided by the following core values:

- High expectations
- Choice
- Personalization
- Innovation
- Flexibility

## Enrollment

Gem Prep: Pocatello is open to all children, on a space available basis within each grade. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. The School does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law. School age is defined as:

- Kindergarteners must reach 5 years of age by September 1.
- First graders must reach 6 years of age by September 1.

As a public charter school Gem Prep: Pocatello must, as a condition of its charter, have an open enrollment policy. Charter schools have a cap or limit as to the number of students they can accept. If the number of applications to a charter school exceeds the capacity of the school, all applicants will have an equal chance of being admitted through a random selection process or lottery. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Enrollment preference is given in the following order: Returning Gem Prep: Pocatello students, Gem Prep: Pocatello founder's children, children of faculty, staff and CMO employees, siblings of current students, and then prospective students residing in the attendance area of the school.

**Every student is required to complete and submit the following as part of the registration process:**

- Application for Enrollment
- Copy of Official Certificate of Live Birth
- Copy of Immunization Records
- Proof of Residency
- IEP (if applicable)

*\*Medication permission forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.*

*\*For children entering kindergarten, current immunization documents must be provided before students can attend the school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.*

## Re-Enrollment

In January/February, re-enrollment notices will be sent home, along with the spring deadline for re-enrollment. Students whose re-enrollment forms are received after the deadline will be added to the waitlist and admitted on a space-available basis.

## Transfers

The school asks that parents provide at least two weeks' notice if a student must transfer from Gem Prep: Pocatello for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.

## Steps to Special Education Enrollment

Once the special education records have been received from the district of residence or most recent school attended, an IEP meeting will be held by the IEP team. The IEP team will determine what services are to be provided and amend the current IEP as needed.

504: Section 504 of the Rehabilitation Act of 1973, as well as the Americans with Disabilities Act (ADA) of 1990, prohibits discrimination in recruitment, admission or treatment of students. Students with documented disabilities may request accommodations that will enable them to participate in and benefit from educational programs and activities. The ADA requires each academic accommodation to be made on a case by case basis. Under the ADA, the school must ensure that its programs and facilities are accessible to all students and their families. For more information, please contact your student's teacher.

## **Change in Address, Telephone, Email**

Parents are required to notify the School of any changes in contact information (address, phone number, etc.) as soon as possible.

## **School Fees**

As the school year progresses student fees for various activities may apply, such as field trips or special events. Staff will provide notice in advance of fees so that families are given adequate planning time.

# Chapter Two: Student Conduct

## Attendance

Students are expected to be at school from 8:15am-3:00pm, Monday through Friday. Consistent attendance is key to achievement, and families are expected to ensure their children are in school every day. Please do not allow for your student to miss school except for serious illness and the most extreme extenuating circumstances. We take any absences, regular tardiness and early pick-ups very seriously, as they can be detrimental to academic success.

The most significant consequence of missing school is that your child will be behind in their learning. Gem Prep: Pocatello is a very rigorous and fast-paced environment. Students who miss more than 10 days per year will be considered for retention and may not be promoted to the next grade level.

## Illness

**These guidelines should be used to help determine if you should send your child to school:**

- Cold symptoms such as: Runny nose, congestion or persistent coughing
- Temperature of 100 degrees or over. Symptoms to watch for are flushed face, chills, pallor, and skin that feels warm to the touch. One or all symptoms might be present. If in doubt at all, take your child's temperature.
- Diarrhea – A child who has had episodes of diarrhea or vomiting in the last 12 hours should not be sent to school.
- A child who has a suspected or confirmed communicable disease should not be sent to school.
- Sore throat for longer than 2 days, especially if it is associated with swollen nodes or a rash.
- Red, inflamed, swollen or discharging eyes; sores with drainage or other lesions, like impetigo, until under treatment.
- A persistent rash that is not allergy related.
- A child diagnosed with strep throat must stay home until 24 hours after treatment has been instituted.
- A child with head lice should not be sent to school.

### **School Attendance Line: 208.238.1388**

Leave a message by 8:00 a.m. to let the School know if your child is going to be absent for the day, including the reason for the absence.

## Absences

ALL absences – “excused” and “unexcused” – are treated as absences. When an absence is unavoidable, please call the school by 8:00am to leave a message on the attendance line. With advance notice, teachers can give the student appropriate materials and homework.

## Doctor & Dentist Appointments

Please make every attempt to schedule appointments outside of normal school hours. Students will not be excused for the doctors or dentist appointments of other family members.

<b>0 Absences/Semester</b>	<b>4 Absences/Semester</b>	<b>8 Absences/Year</b>	<b>10 Absences/Year</b>
Child and family are recognized for their exceptional commitment to their education.	This is a serious issue. The parent/guardian will be called to the school to meet with the Principal to discuss the problem and create an attendance plan.	This is a very serious issue. The parent /guardian will be called to the school to meet with the Principal to discuss the problem and an attendance plan will be formed.	The Principal reserves the right to retain any student who misses more than 10 days.

## Tardiness

Regular tardiness can hinder success. It is very important that students are at school on time. As with absences, we take tardiness very seriously.

0 Tardies/Semester	4 Tardies/Year	8 Tardies/Year	Chronic Tardiness
Child and family are recognized for their exceptional commitment to their education	Every 3 tardies equals one absence. The parent/guardian will be called to discuss the problem and develop a plan to be on time.	If a student is late 8 times in a year, it is a serious issue. At this point, the parent/guardian will be called to meet at school to discuss the problem and develop a plan to be on time.	The School Leader reserves the right to retain any student who misses more than 10 days (3 tardies equal an absence) in accordance with our promotion policy.

## Truancy

Truancy is defined as a student being absent without approval of his/her parents, guardian, or school officials. Truancy typically occurs when:

- an unauthorized note is sent to school to excuse a student;
- the parent refuses to excuse an absence;
- the student is in the building, but is out of class without permission.

## Habitual Truancy

Habitual truancy is when a student has repeated truancy issues. Whenever the parents or guardians of any child between the ages of seven (7) years and sixteen (16) years, as qualified in Idaho Code section 33-202, have failed, neglected or refused to have the child instructed—which includes “opting-out” of state and school mandated testing—the student is a habitual truant. The student will also receive an unexcused absence pursuant to the school’s attendance policies.

Pursuant to Idaho Code Section 33-205, the Board may expel a student because he or she is a habitual truant, as defined in this policy. The procedure for expulsion is set forth in Policy 544 (Student Expulsion/Denial of Enrollment). The student will be allowed to continue to attend classes pending the board’s determination in this matter.

A habitually truant student between the ages of seven (7) and sixteen (16) years of age comes under the purview of the Juvenile Corrections Act.

## Arrival & Departure

### Arrival

Instruction begins promptly at 8:15am, Monday through Friday. Students will not be admitted into the school building before 7:45 am, as there is no adult supervision until that time.

Students are to be dropped off at the designated area. If a student has not been dropped off by 8:15am, the student is tardy and the parent must sign their student into the school at the front office.

### Bikes

Students riding their bikes to/from school will be asked to chain their bike to the bike rack. Please supply your student with an appropriate bike lock and give him/her plenty of practice in using the locking system prior to the beginning of the school year.

### Departure

Students are expected to be at school until the end of the day, every day. If a student must leave campus during school hours, parent/guardian will come into the office and sign the student out and produce photo identification. Kindergarten ends at 12:00 noon, with 1st – 4th grades ending at 3:00pm each day. Families are responsible for picking up their students on time, and will be called immediately after dismissal if their student is not picked up.

## **Parent Identification & Decals for Pick Up**

Each student will be supplied with an identification decal for pickup. Decals should be kept on the dashboard of your car for easy viewing as you pick up your student each day. Anyone who does not present a decal at pick-up should proceed to the front office to present valid identification in order to pick-up their student(s). No student will be permitted to leave with an adult other than a parent/guardian, unless the parent/guardian has given verbal or written consent to a staff member in advance of the pickup.

Note: A legal document is required to support any questions of custody between divorced or separated parents. Unless the school is informed otherwise, either natural parent is considered to have access to or request dismissal of a student. This applies to student records, as well.

## **Dress Code**

Uniforms are not required.

## **Neatness & Modesty Standards**

Student clothing and footwear should fit appropriately. Articles of clothing should be worn as originally intended, be clean and in good repair. Students will be participating in recess and physical education activities. Students should come prepared with proper clothing and shoes to encourage participation in these activities. Please keep in mind that if weather permits, these activities will take place out of doors. Students at school will be expected to go outside for recess, weather permitting. Special arrangements need to be made for the very rare circumstances which would require a student to stay inside for health reasons.

## **Field Trips**

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents will receive advance notice of all trips. A general field trip permission statement is signed by parents with their student's registration materials, authorizing their student to attend all regularly scheduled school field trips. This permission statement must be signed by a student's parent/guardian in order for the student to participate in a field trip. Students without signed permission statement will remain at the school in another class. Participating students should bring a bag lunch unless otherwise noted.

## **Social Emotional Learning (SEL)**

Students must learn and develop core foundational social and emotional skills for success in education and in life. We believe emotional and social skills, like academic skills, can be learned. Teachers provide explicit instruction and practice to help students learn how to regulate emotions and properly use social skills.

## **Student Discipline**

Discipline at Gem Prep: Pocatello emphasizes a positive approach, and we expect our students to behave in an age-appropriate, respectful way towards adults, classmates in school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the school's philosophy. Teachers and staff are primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be made by teachers/staff to solve discipline problems before they are referred to administration.

By pro-actively teaching and coaching, reactively problem-solving, and giving consequences, we teach our students the skills necessary for success. We recognize that, just as some students need extra help learning academic skills, some may need additional support learning emotional and social skills. If that is the case, the Principal will work closely with teachers, students and families to help students learn and grow and to ensure a safe, productive and joyful learning environment for all students.

When appropriate, the teachers, the Principal has the authority to decide appropriate consequences for student behavior. If students choose to break rules, they may lose privileges (such as choice time, field trips, etc).

## **Classroom Management**

Educators are empowered to maintain classroom discipline; creating a positive teaching and learning environment with an emphasis on high expectations of behavior and performance. The teacher will have in place a Classroom Management Plan, which will foster responsible decision making skills. The plan will include expectations for student behavior, classroom



consequences for inappropriate behavior, and provisions for student conferencing and parent contact. The teacher will establish and maintain consistent rules, aligned through the school. The teacher will follow the guidelines set forth in this handbook regarding discipline and consequences.

### Violations against School Culture

As a community of learners, our actions affect others. Similarly, one student's actions may affect a roomful of other students' learning. We know students need strong boundaries. Part of their development is to test those boundaries. In these situations, it's our job to confirm the boundaries and provide consequences for actions.

There are certain behaviors which violate our school culture of encouragement and consideration for others as we pursue excellence in academics; developing learning skills, literacy skills and life skills. In order to ensure students have every opportunity to learn, we will handle these behaviors in a way that preserves the dignity of the disruptive student, our school-family, as well as protects and preserves the learning time of the rest of the students.

If a student repeatedly engages in behaviors that violates the respect, emotional safety, or physical safety of others, we become concerned and take action as a school family. While individual plans for individual students may vary, the approach is the same. The first phase of repeated violations is to provide additional supports and directly involve families.

### Examples of Violations

*(Behaviors include but are not limited to the following.)*

#### Physical Safety

- Hitting, punching, spitting, kicking, etc.
- Tantrumming
- Retaliation hit / punch
- Rough play with intent to harm
- Using physical aggression to express feeling
- Bullying

#### Imminent Harm - Grounds for suspension

- Yelling, screaming, running out of room
- Throwing things, moving furniture
- Wielding a weapon of any kind

#### Emotional Safety

- Yelling, screaming
- Gossiping, blaming someone for something
- Verbal threat "I'm gonna hurt you!"
- In-Group/Out-Group "You can't play with me/us."
- Cursing, hate language, bullying & cyber-bullying
- Vivacious language or actions meant to make others feel bad about themselves
- Repeated mean faces
- Repeated aggravation of other students (poking a student repeatedly, etc.)
- Mimicking another student
- Defiance & Disrespect

### Violations including Imminent Harm:

If a student engages in behavior that is unsafe, violent, and/or disruptive to learning, brings a weapon to school, brings drugs or alcohol to school, engages with another student or staff in a sexual manner, attacks another student, or attempts physical harm to themselves, etc., administration will intervene immediately.

In instances of this nature, teachers and administration will discuss immediate next steps which may include: contacting parents, consequences, DPS safety and security, mental health assessment, or social services.

***Students will be suspended for the remainder of the day. If no one is available to pick up the student, the student will be suspended for an additional day. If the student engages in this behavior repeatedly on campus, the school will contact the appropriate Department of Public Safety.***

### Consequences

Gem Prep: Pocatello follows state law (Idaho Code 33-205) that outlines "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as a final option in a series of efforts to avoid such measures including but not limited to the following steps, in chronological order:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal).
2. Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.

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.
4. 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.
5. 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.
6. Readmission after meeting with school's board of directors/Principal prior to end of expulsion.

### Suspension

A suspension is the temporary removal of a child from school for a violation of school policies or rules. Suspensions are generally imposed by the principal of the school and can last up to 10 school days. Suspensions are considered absences.

### Expulsion

Any student who is a habitual truant, incorrigible, and continually disruptive of school discipline, disrupts the instructional process, or whose presence is a detriment to the health and safety of other students may be denied attendance by expulsion. Expulsion is removal from school for a determined period of time (usually a semester or year). Only the Board of Trustees can make this decision. If a student is being referred for expulsion the parent/guardian will receive the following: notice of charges, explanation of recommendation, opportunity to express their point of view at the school level. If it is still deemed necessary to refer for expulsion, the student will attend a hearing before the Board of Trustees to determine continued attendance or removal from school. . (A child is considered incorrigible when the child repeatedly or habitually disobeys the direction of a teacher, staff member, administrator, or parent volunteer. Incorrigible behavior will be defined as repeated actions that are disruptive, dangerous, disobedient, or ignore a lawful command.)

The school will not admit, prior to the end of one (1) expulsion period, any student who has been expelled from another school or district for violating the federal Gun Free Schools Act of 1994. Should any student wish to challenge that decision, he/she will be entitled to a hearing before the appropriate. When a student misbehaves, the teacher will deal with the student through assertive discipline, posted class rules, and fair enforcement. If the student does not comply, the teacher will contact the student's parents to enlist parent/guardian support. If disruptive behavior continues, the student will be referred to the administration.

A teacher will follow the steps referenced in this handbook under discipline, and refer students to an administrator for continuous infractions and severe misbehavior.

### Readmission

After an expulsion, a student may be eligible for readmission prior to the end of expulsion. Readmission may occur after a meeting with the Gem Prep: Pocatello Board of Directors and Administrator. In accordance with Idaho Code 33-2015, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Pocatello 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.

## Chapter Three: Family

### Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

### Candy, Gum, and Toys

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and radios, games, virtual pets, etc., are not allowed and will be confiscated and only returned to a parent. Gum is never allowed in school. Please help us keep our school beautiful.

### Homework

Homework will be given on an as needed basis, or if your child does not complete the required amount of work during class instruction. Each student is responsible for completing his or her assignments and for turning them in on time. Following are some suggestions for ways you can help your child gain the most from his or her homework experience.

- Provide a quiet place for your child to do homework, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- Show an interest in your child's homework and ask him or her about it each night.
- Give your child a healthy snack before he or she begins homework. This should help with concentration.
- Give your child a short break from his or her work if needed.
- Encourage your child to work independently. Assist him or her if needed.
- Give your child positive words of encouragement, such as, —I'm proud of you, or —I knew you could do this all by yourself!
- Segment or break apart assignments into smaller parts for completion.

### Volunteering

Parents with children enrolled in Gem Prep: Pocatello agree to contribute 20 hours of volunteer time each school year. Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, and assisting with school events. A log of volunteer hours is kept in the school office.

Volunteers shall complete a Volunteer Agreement Form. Volunteers receive structured training (as needed), and must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the Principal reserves the right to relieve the volunteer of his or her responsibilities.

### Family Conferences

There will be formal family/teacher conferences throughout the year. These are mandatory and are an important time to discuss your student's goals and progress.

### Field Trips Student, Family & Teacher Contract

#### Contract

At Gem Prep: Pocatello, we understand the importance of alignment within the school community in order to prepare students to compete, achieve, and lead in college and in life. This can be best achieved when students, families, and school staff are all actively involved in education and working to meet the school's cultural and curricular expectations. We all share the responsibility of promoting student learning and, as educational partners, we value each person's contribution to our school community.

## Chapter Four: Academics

### Rigor

Gem Prep: Pocatello will offer a rigorous and engaging college preparatory curriculum that is directly aligned to Idaho Standards. Teachers will plan, execute and assess rigorous, relevant lessons. Teachers supplement this foundation with curricula that reflects the diversity of our student body.

### Literacy

Literacy is one of the most important skills to master in order to become a successful student and college graduate. Gem Prep: Pocatello has a major focus on oral language development, reading, and writing as part of our curricula, as well as assessment plan. Throughout the entire school day, staff takes every opportunity to lift our students' language; building their language as a tool to access learning.

### Blended (Online) Learning

A crucial piece of our individualized support and academic program is the use of computer based math and literacy curricula which students access online. This piece of our program allows students to deepen their skills and knowledge exactly at their level, as well as enjoy focused small-group instruction.

### Individualized Support

We believe that every student can thrive in a culture of high expectations and accountability. To ensure that each Gem Prep: Pocatello student is successful, we are committed to frequent use of achievement data and assessments and a robust Response to Intervention (RTI) program, where students will receive focused instruction in small-group settings.

### Homework

In order to ensure students are completing the appropriate work both inside and outside of school. Strict adherence to the following policies and procedures are critical to the success of our students.

#### Homework Guidelines

Homework is an essential ingredient in our students' education. We use homework to communicate class skills with parents and review key concepts. Homework reinforces skills that are taught each day in class, helps students develop deeper understandings of concepts, and promotes excellent habits of responsibility.

Homework is review time but should not take over your child's life at home. Please be in touch with your student's teacher if homework takes an exceptionally long time or if you would like tips on how to help your child. Our data shows that students who don't do their homework regularly also struggle in school.

#### Independent Reading

The best way to improve a student's reading skills is to READ, READ, READ! Our expectation is that students will read independently (or with a family member) for a minimum of 20 minutes every night. Reading material may include books from school, from home, comics, newspapers, magazines, websites, or materials about a topic your child loves (soccer, dinosaurs, dance, for example).

If you have questions about Independent Reading please contact your student's teacher. We hope this becomes an enjoyable time that you and your child look forward to. Success brings more success, so we want your child to identify as a successful reader early on.

### Dual Enrollment

Gem Prep: Pocatello students will be allowed to participate in dual enrollment with other schools, as required by Idaho Code 33- 203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33- 203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Students who wish to participate in dual enrollment opportunities may complete the dual enrollment application form and submit it to the principal for review and approval.

Students dual 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.

## Chapter Five: Testing

### Placement Testing

Gem Prep: Pocatello students will receive placement screening prior to the beginning of the school year. This screening allows Gem Prep: Pocatello to assess the student's strengths and weaknesses before instruction begins. All students should have the opportunity to reach their maximum potential, and early placement testing is a key in determining the correct starting point in education.

### Regular Assessments

Students participate in all assessments required by the State of Idaho as well as required school- wide benchmark assessments. Parents are responsible for ensuring their students attend the required testing. Tests include:

#### Kindergarten

- Pre-Screening/Placement Tests
- Skills Inventory (Three times per year.)
- IRI
- Other diagnostic tests, as required by your teacher

#### 1st – 4th Grade

- Pre-Screening/Placement Tests
- IRI • MCOMP/MCAP (Three times per year)
- Other diagnostic tests, as required by your teacher

#### 3rd – 4th Grade

- ISAT in English Language Arts & Math
- Other diagnostic tests, as required

#### English Language Learners

- Access 2.0
- Other diagnostic tests, as required

## Chapter Six: School Policies

### Health & Medications

Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made.

If your child requires medication during school hours, you must deliver it directly to the office with the proper doctor's order - do not send medication in your student's backpack. All medicines are kept in a locked cabinet and may not be given without the proper form. If your student has allergies, dietary restrictions or food preferences, please indicate on registration forms and alert the appropriate school staff during new family orientation

### Prescription Medication

The administration office must be informed of any prescription medication that a student is required to take while he/she is at school. To dispense prescription medication to students, the parent must submit a completed Medicine Administration form to the administration office.

All medication must be brought to the school office in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child, a staff member will administer the medication. All student medications will be stored in a locked cabinet.

All unused medication that is not picked up by a parent/guardian at the end of the school year or at the time of withdrawal or transfer will be disposed of, per State guidelines.

### Non-Prescription Medications

If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a **Medicine Administration** form. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. **Parents/guardians are required to notify the school in writing if your child has a chronic illness that may affect his or her performance at school.**

### Visitor Policy

Visitors will gain access into the building by the front office staff. To help ensure a safe and secure learning environment for your children, visitors will sign-in at the school office and wear a visitor's pass. Faculty and staff have been instructed to escort individuals without a pass directly to the office for identification.

Visitors, especially parents and families, are a vital and important part of the Gem Prep: Pocatello community. We welcome them as volunteers, observers, and partners. In order to assure the safety of our students and staff, all visitors will be required to undergo a background check before spending one-on-one time with students. Once approved, visitors will sign in and out of the front office and wear a visitor's badge for the duration of their visit.

Visitors should only interact with students during instructional times if given permission from the teacher. When discussing observations with other visitors, please keep voices low in the hallways so as not to disturb learning.

### Internet Safety Policy

Gem Prep: Pocatello will utilize technology protection measures to block or filter Internet access to visual depictions that are obscene, contain child pornography, or are harmful to minors. The systems administrator will oversee the procurement of such technology protection measures, evaluate Gem Prep: Pocatello's computer network service, at least annually, to determine whether the technology currently being used is adequate to comply with federal requirements regarding Internet safety for minors, and certify compliance with such federal regulations. School staff and students are not allowed to use privately-owned software on Gem Prep: Pocatello equipment. Please reference the Gem Prep: Pocatello Internet Use Policy for complete procedures and guidelines.



## Student Emergencies

In case of an emergency, parents or guardians should contact the front office either by phone or in person. Parents/Guardians should not contact students in their classrooms, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the front office.

## Accident or Medical Emergency

If a serious accident or medical emergency occurs to a student at school, first aid will be administered (as needed) and the parent(s)/guardian(s) of that student will be contacted immediately. If parent(s)/guardian(s) cannot be reached, a person listed on the student's health form (or emergency contact card) or the family physician will be contacted. If the situation warrants, the school will call Emergency Medical Services (911).

## Fire Alarms

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the nearest fire alarm. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. Frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time— school staff and students will evacuate from each of the school's buildings. A copy of each evacuation plan is available from the Principal upon a family's written request.

## Communication Methods

### Phone Calls

At times throughout the year, you may receive a phone call or note from a teacher or school leader. If the message requires a response, please contact the school either by phone or in writing within 24 hours.

### Email

Email is the preferred communication for Gem Prep: Pocatello. Please make sure you designate one family email to be used by the school for communication to your family.

### Meetings

If the school requests a meeting with you and your child, there is an important issue that needs to be discussed. Parents are free to schedule meetings with teachers or administrators whenever needed, please contact them directly or the office to schedule the appointment.

### Family Concerns

If you have a concern about any issue related to Gem Prep: Pocatello, we ask you to take time to reflect and then contact the school. We welcome conversations and feedback about school policies, grades, discipline decisions and all other aspects of the program as we seek to continually improve. We promise to consider your concern promptly and respectfully.

### Cell Phones

Students are not allowed to use cell phones in school or on school field trips. If a cell phone rings or is seen by a staff member, it will be confiscated and only returned after a parent/guardian comes to pick it up. Repeated violations may result in indefinite confiscation.

### Reaching Your Student During School Hours

While we are quite good at providing an excellent education for your child, we are not as good at providing messaging, courier, text, email or voicemail services. Please limit your requests to reach your students via message to the most urgent of circumstances.

## Non-Discrimination Policy

It is the policy of Gem Prep: Pocatello to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The school also prohibits any form of discipline or retaliation for reporting incidents.

## Harassment

Gem Prep: Pocatello is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is strictly prohibited. Gem Prep: Pocatello requires employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, or disability. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Harassment and Retaliation Prohibited Harassment in any form or for any reason is absolutely forbidden. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Directors.

## Student Records

**All student information is protected by the Family Educational Rights to Privacy Act (FERPA) for the purpose of protecting student confidentiality.**

Gem Prep: Pocatello is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff and any professional consultants retained for the purpose of measuring and/or improving instructional quality.

## Notification Rights under FERPA

FERPA rights may be reviewed at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Notice of Directory Information: Gem Prep: Pocatello may disclose certain information, known as directory information, at its discretion without consent. If you do not want this information released, you must submit written notice annually to the administration office.

## Release of Photos and Other Information

Gem Prep: Pocatello will periodically highlight student achievement, school life and school events on the school website, social media outlets and various publications, for the purposes of enrollment outreach, public relations, and other uses that promote the school. The school may also get media requests to highlight the school and its students. During the registration/orientation process, each parent/guardian will be provided with the student Photo/Information Release form. The school will honor these forms, such that student photographs will be included in publications only if the parent/guardian has granted permission.

## School Calendar & Closings

Gem Prep: Pocatello will follow the local School District for all weather-related closures. However, the Gem Prep: Pocatello calendar does not always align with the local school's calendar. Students are still expected to be in school even when the local public school is not in session.

## Transportation

Gem Prep: Pocatello offers a transportation program. The school also supports the organization of parent carpools and will work with local daycare centers to provide before and after school vans.

Students with special needs are provided transportation in accordance with requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation will adhere to the IDEA. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

## Lunch

Gem Prep: Pocatello does not provide breakfast or lunch to students. Kindergarten students should bring a snack each day, and 1st – 4th grade students should bring a sack lunch. In the event that a student forgets their lunch, a parent will be contacted. If the parent cannot provide the lunch, then a lunch will be provided to that student. *Note: Students will not have access to refrigeration for their snacks/lunches, so be sure that the foods provided will remain safe for consumption without refrigeration.*

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction. Students will practice etiquette and clean-up skills during mealtimes. USDA recommends nutritious school lunches should include foods from the following food groups: Fruits, vegetables, meats/meat alternatives and milk. To see recommended portions per grade level and food suggestions, please refer to [http://www.fns.usda.gov/sites/default/files/LAC\\_03-06-12\\_0.pdf](http://www.fns.usda.gov/sites/default/files/LAC_03-06-12_0.pdf).

## Suicide Prevention

The School complies with Idaho Code 33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA). 08.02.03.160. Additionally, the School will utilize the 4-pronged approach recommended in the Idaho Guidelines for Suicide Prevention in Schools: (Student well-being, Staff training, Student training, and Screening.)

## Safe and Drug Free School

### Weapons

Students may not be in the possession of weapons on school premises, transportation systems, school sponsored activities or in any areas of the facilities. Weapons are described as any object, which can be used to cause either temporary or permanent harm to a person or property. Some examples of items considered weapons are: guns, knives, explosives, mace, pepper spray, air soft guns, etc. (This is not an exhaustive list.) The consequences for violation of this policy are set forth in this handbook under Student Discipline. Board of Directors may modify weapons related expulsions on a case-by-case basis. Note: This does not apply to students who possess firearms under the authority of the Principal, such as for a demonstration, rifle competition, or firearms safety course.

For purposes of enforcing the provisions of Idaho Code Section 18-3302D(3), employees of a school district shall have the right to search all students or minors, including their belongings and lockers, that are reasonably believed to be in violation of the provisions of this section, or applicable school rule or district policy, regarding the possessing of a firearm or other deadly or dangerous weapon.

### Drugs, alcohol and Tobacco

The Board of Directors recognizes that student use of chemical substances is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The school seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, controlled substances and other substances—creates educational, economic and legal problems.

The School supports prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. The consequences for violation of this policy are set forth in this handbook under Student Discipline.

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 is to be notified immediately. The principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

## **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 is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

## **Search & Seizure Policy**

The following rules shall apply to searches and the seizure of property by school personnel:

1. The Superintendent, principal, and the authorized assistants of either shall be authorized to conduct any searches or to seize property on or near school premises, as further provided in this procedure.
2. If the administrator has reasonable suspicion to believe that any locker, car or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
3. The administrator may perform random searches of any locker, car or container of any kind on school premises without notice or consent.
4. If the authorized administrator has any reasonable suspicion to believe that any student, staff member, or visitor has any item or substance in his/her possession, which constitutes an imminent danger to the property of any person or the District, the administrator is authorized to conduct a search of any car, container, or person and to seize any such item or substance.
5. No person shall hinder, obstruct or prevent any search authorized by this procedure.
6. Whenever circumstances allow, any search or seizure authorized in this procedure shall be conducted in the presence of at least one (1) adult witness, and a written record of the time, date and results shall be made by the administrator. A copy shall be forwarded to the Superintendent as soon as possible.
7. In the case of search of a person care will be taken to not violate that person's private or intimate body parts. The person being searched may be asked to empty pockets on any clothing item.
8. In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.
9. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report to and comply with the directions of any public law enforcement agency.

## Information on Blended Learning

The links below are provided to allow the reader access to more in-depth information about blended learning; the process of combining online technical elements with strong face-to-face teacher instruction, thereby providing teachers and students with an individualized approach to teaching and learning.

### Blended Learning Models

<http://www.blendedlearning.org/models/>

### Blended Learning proof points

[www.christenseninstitute.org/publications/proof-points/](http://www.christenseninstitute.org/publications/proof-points/)

### Does blended learning allow teachers to use their time more effectively? By Thomas Arnett

<http://www.christenseninstitute.org/does-blended-learning-allow-teachers-to-use-their-time-more-effectively/>

### Michael and Susan Dell foundation Blended Learning Report

<http://goo.gl/y8w5QZ>

### For a brief overview of blended learning

<https://www.youtube.com/watch?v=3xMqJmMcME0>

### 10 Trends to Personalize Learning in 2015

<http://www.personalizelearning.com/2015/01/infographic-10-trends-to-personalize.html?m=1>

### 4 Examples of Personalized Learning in K-12 Education

<http://www.impatientoptimists.org/Posts/2014/11/4-Examples-of-Personalized-Learning-K12-Education#.VsJgM krK7Q>

### K-12 schools say Personalized Learning is #1 priority

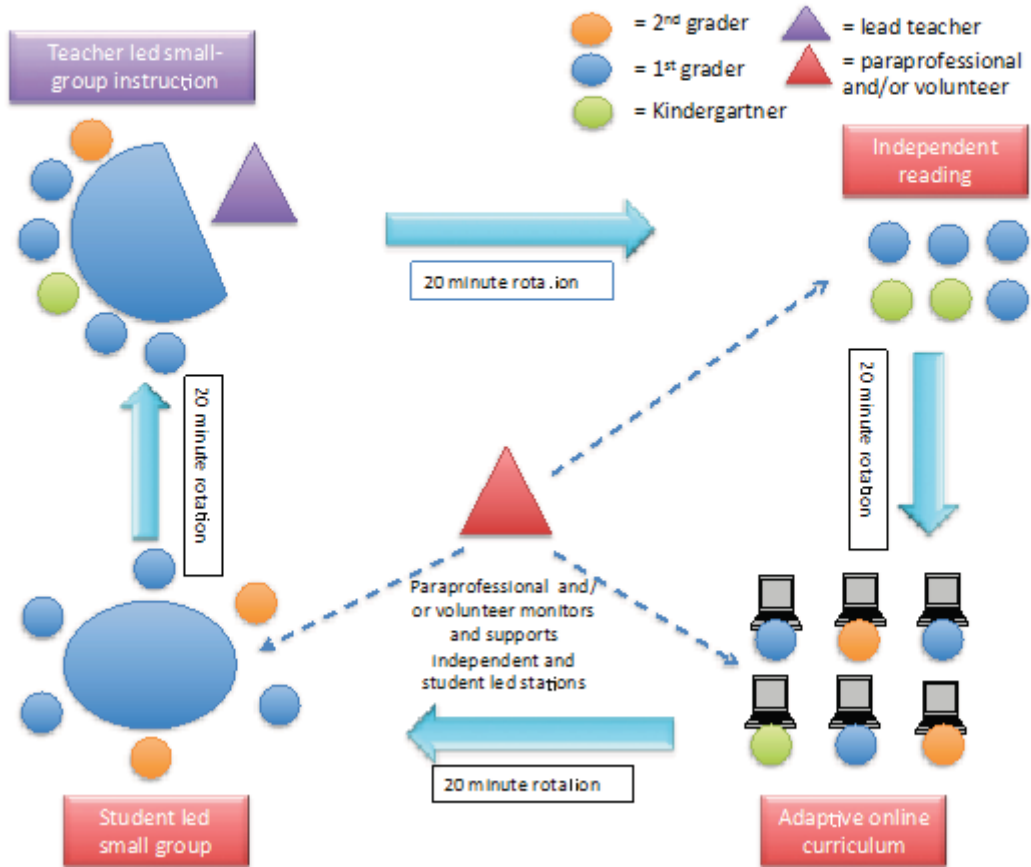
<http://www.erepublic.com/blog/K12-schools-say-personalized-learning-is-number-1-priority.html>

### Is K-12 Blended Learning Disruptive? An introduction to the theory of hybrids

<http://www.christenseninstitute.org/publications/hybrids/>

Appendix: R-2 Learning Modalities

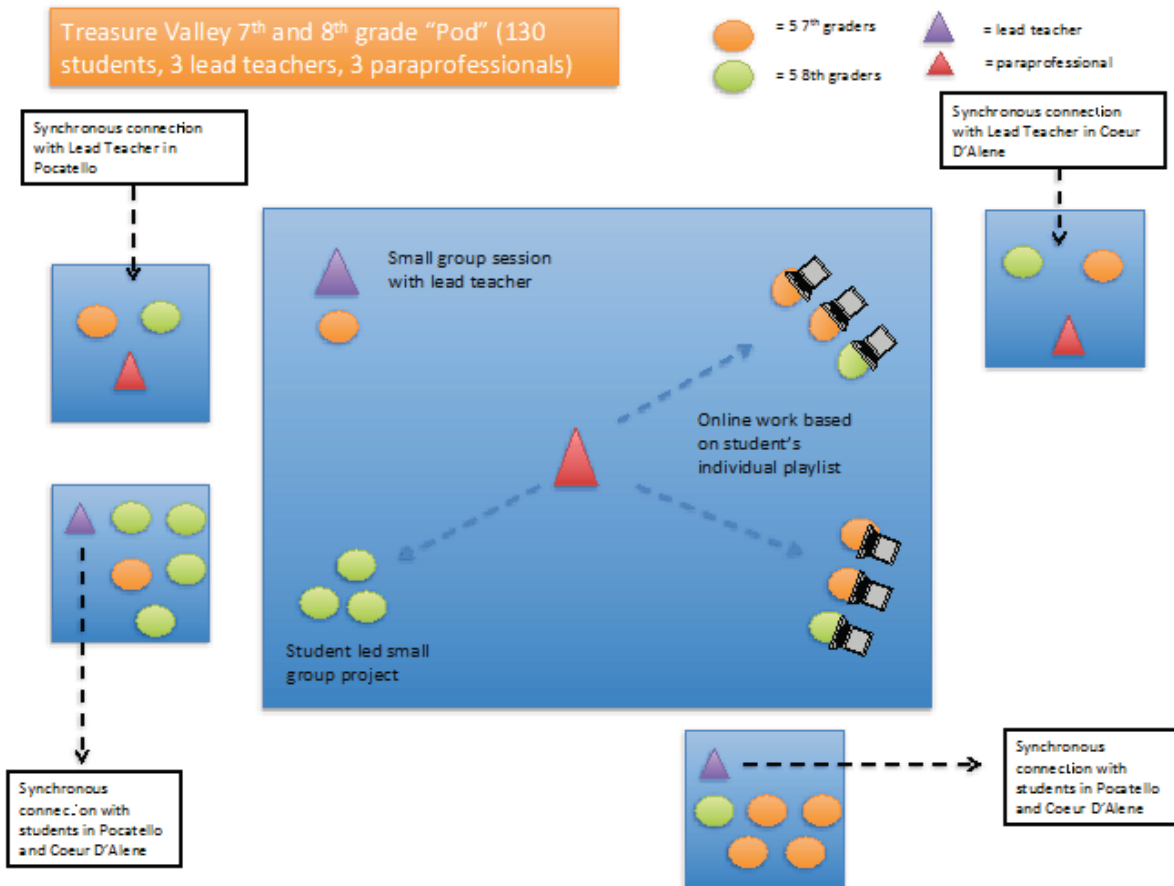
The below diagram represents a snapshot of the different learning modalities that will be used during a common ELA block:

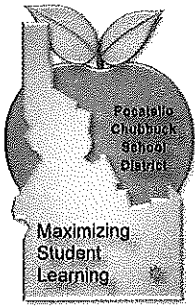




Appendix: R-3 Learning Modalities 7-12<sup>th</sup> Grade

The diagrams below illustrate the different learning modalities and accompanying staffing happening in the 7-8 and then 9-12 pods within a Gem Innovation Schools school:





**Pocatello  
Chubbuck  
School District 25**

**Maximizing Learning For All Students  
Through Rigor, Relevancy and Relationships**

***Whatever It Takes!***

May 11, 2016

Alan Reed, Chairman  
Idaho Public Charter School Commission  
PO Box 83720  
Boise, ID 83720-0037

Dear Idaho Public Charter School Commission Members:

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 was presented with a Charter School Petition from Gem Prep: Pocatello, Inc. on March 8, 2016. Following receipt of the petition, the document was examined by School Board members and a District Review Committee appointed by the Superintendent to conduct an in-depth review of the petition. Two Trustees also conducted a site-visit to the charter school.

Following the review, and in accordance with Idaho Code, the Board of Trustees held a Special Meeting for the purpose of conducting a Public Hearing to solicit input regarding the proposed Gem Prep: Pocatello, Inc. Charter School Petition and to take any action on the proposed Petition. This Hearing was held on Tuesday, May 10, 2016. At that meeting the Board was presented with two draft Resolutions, one to approve the request to become the authorizing entity for Gem Prep: Pocatello, Inc. and one to refer the Petition to the Idaho Public Charter School Commission. The Resolution to refer the Charter Petition to the commission contains the rationale and demonstrates the due diligence by the Board to consider the Petition. After considering pertinent testimony during the Public Hearing, the Pocatello/Chubbuck School District No. 25 Board of Trustees adopted a Resolution to Refer the Gem Prep: Pocatello, Inc. Authorizer Request and Charter School Petition to the Idaho Public Charter School Commission as allowed under Idaho Code 33-5205(c)(iii).

The Pocatello/Chubbuck School District No. 25 has made a reasonable and due diligence effort to consider the Petition and respectfully refers the Gem Prep: Pocatello, Inc. Charter School Petition to the Idaho Public Charter School Commission's authority for further review and final determination. The enclosed documents provide evidence of the reasonable effort that was made to consider the Petition.

Respectfully,

Dr. Douglas Howell  
Superintendent

Enclosures: Memorandum re: Gem Prep: Pocatello, Inc. Charter School Petition  
Resolution to Refer the Gem Prep: Pocatello, Inc. Authorizer Request and Charter Petition to the  
Idaho Public Charter School Commission

c. Board of Trustees  
Jason Bransford, CEO, Gem Prep: Pocatello, Inc.

Education Service Center (Administrative Offices)  
3115 Pole Line Road • Pocatello, ID 83201-6119 • (208) 232-3563

# MEMORANDUM

**To:** Dr. Douglas Howell, Superintendent  
**From:** Lori Craney, Director of Elementary Education  
**Date:** May 10, 2016  
**RE:** **Gem Prep: Pocatello, Inc. Charter Petition**

---

Following the meetings with representatives of the Gem Prep: Pocatello, Inc. Charter School, myself and the Superintendent on January 7, 2016 and February 25, 2016, a committee of district administrators was established to review the Charter Petition submitted by representatives of the Gem Prep: Pocatello, Inc. Charter School. Each committee member was charged with reading the petition and completing an in-depth review of various assigned sections. Committee members were directed to report their findings relative to any strengths and weaknesses observed in the petition.

The Board of Trustees officially received the Petition on March 8, 2016 and was given a complete copy for review. Two Trustees also conducted a site visit to the Gem Prep: Pocatello, Inc. facility on April 15, 2016.

It is from this work and in-depth review that the administration has drafted a Resolution for consideration by the Board of Trustees.

Committee member assignments were as follows:

Dr. Douglas Howell, Superintendent: Tab 1 – *Executive Summary, Mission, Vision, Legislative Intent*; Tab 2 – *Proposed Operations and Potential Effects of the Charter School*; Tab 5 – *Governance Structure, Parental Involvement, Audits*; Tab 9 – *Virtual Charter*

Chuck Orr, Director of Curriculum; Lori Craney, Director of Elementary Education; Jan Harwood, Director of Secondary Education; Kathy Luras, Professional Development and Assessment Coordinator: Tab 3 – *Educational Programs and School Goals*; Tab 4 – *Measurable Standards, Accreditation and Accountability*; Appendices – *Student & Parent Handbook*

Kent Hobbs, Director of Student Support Services: Tab 6 – *Employee Requirements*; Tab 7 – *Admissions, Discipline, Student Policies*; Appendices – *Student & Parent Handbook*

Carl Smart, Director of Employee Services; Susan Pettit, Director of Human Resources: Tab 6 – *Employee Requirements*; Appendices

Bart Reed, Director of Business Operations: Tab 2 – *Proposed Operations and Potential Effects of the Charter School*; Tab 8 – *Business Plan, Transportation and School Lunch*; Tab 10 – *Business Arrangements, Community Involvement, School Closure*; Appendices

Dave Miner, Director of Special Services: Tab 3 – *Educational Programs and School Goals (Special Education)*

Gretchen Kinghorn, Title I Coordinators: Tab 3 – *Educational Programs and School Goals (Limited English Proficiency)*

Shelley Allen, Community Relations and Communications Specialist: Tab 1 – *Executive Summary, Mission, Vision, Legislative Intent; Appendices*

**Pocatello/Chubbuck School District No. 25**

**RESOLUTION TO REFER THE GEM PREP: POCATELLO, INC. AUTHORIZER REQUEST  
AND CHARTER PETITION TO THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

**WHEREAS**, the District has received a Petition seeking to have the Board of Trustees of the Pocatello/Chubbuck School District No. 25, serve as the authorizing entity for Gem Prep: Pocatello, Inc. charter school, having received such Petition on or about March 8, 2016; and

**WHEREAS**, such charter Petition indicates a desire to locate Gem Prep: Pocatello, Inc. within the geographical boundaries of the Pocatello/Chubbuck School District No. 25; and

**WHEREAS**, the Board of Trustees believes that its existing and future educational program provides to students the same or similar educational program, including the use of blended instruction, technology, research based methods of instruction and adaptive learning, and the Board does not believe the proposed Gem Prep: Pocatello, Inc. charter school, utilizing such similar educational components, will improve student learning, provide additional learning opportunities, provide for different and innovative learning teaching methods, create new professional opportunities for teachers or provide parents with expanded choices in the types of educational opportunities beyond that which the District is already providing, as is the intended purpose of charter school programs as outlined in Section 33-5202, Idaho Code; and

**WHEREAS**, the District's students are performing at very high levels, and the District provides AP, dual enrollment and CTE opportunities, and has demonstrated a track record of preparing students for success in professional and technical careers, offering more opportunities for students to explore a variety of options. The Board does not believe Gem Prep: Pocatello, Inc. will provide any such option beyond that which is already provided by the District, as is the intended purpose of charter school programs as outlined in Section 33-5202, Idaho Code; and

**WHEREAS**, the charter Petition appears to be a compilation of petitions from other charter schools, not individualized to this school or region, including references to concerns of other regions of the state in its Executive Summary and Business Arrangements sections, areas where sentences and program discussion simply drops off and is incomplete, provisions for programs that do not appear to relate to and/or are missing from the applicable requirements in its Governance Structure and Employee Requirements sections, lack of any evidence that corporate documentation for Gem Prep: Nampa has been transitioned to corporate documentation for Gem Prep: Pocatello, Inc. as referenced in the Proposed Operations and Potential Effects of the Charter School section, inaccurate student growth projections for the Pocatello/Chubbuck region and the unsupported assertion of the demand and desire for charter school enrollment in the region. The Board of Trustees is concerned that there is a need for greater individualized thought and program development for the proposed Gem Prep: Pocatello, Inc. charter school; and

**WHEREAS**, the District does not agree with the Petitioner's asserted regional student growth projections nor with the assertion that the District is or will encounter a situation of over enrollment at its schools, and even if the District were to encounter such concerns, Gem Prep: Pocatello, Inc. students are randomly

located throughout the District's boundaries, in the projections stated for anticipated and/or goal enrollment, would not significantly impact any future over enrollment situation, and further the District already has in place plant facilities funds and has three properties to address future growth; and

**WHEREAS**, Gem Prep: Pocatello, Inc.'s own projections indicate that the school district will lose 1.25 certificated teacher funding units from the State of Idaho for the first year, 2.46 certificated teacher funding units for year two and 4.88 certificate teacher units for year three, yet the anticipated Gem Prep: Pocatello, Inc. student population is District-wide, thus, not allowing for the District to address reductions in staffing costs, and costing District patrons more funds to provide the existing school program; and

**WHEREAS**, the District has concern as to the level of local community support for this program in as much as the letters of support are minimal and are limited to the families of students currently attending Gem Prep: Pocatello, Inc. and two letters from entities located out of the region, including Boise State University and the Albertson's Foundation; further the charter petitioners appear to have only produced the minimum number of signatures certified by law; and

**WHEREAS**, Gem Prep: Pocatello, Inc.'s financial existence is significantly dependent upon a limited term grant that contains a key-personnel contingency, a contingency for the operation and existence of a public school that the Board of Trustees finds to be unacceptable and causes the Board to have concerns as to who will actually be governing and operating Gem Prep: Pocatello, Inc.; and

**WHEREAS**, without the aforementioned grant, the Board has serious concerns regarding the ability of Gem Prep: Pocatello, Inc. to provide the educational program it is seeking to provide; and

**WHEREAS**, the Board of Trustees has significant concerns regarding the financial ability of Gem Prep: Pocatello, Inc. to sustain its intended educational program on limited state support funding and questions the accuracy and sustainability of numerous assumptions in the Gem Prep: Pocatello, Inc.'s proposed working budget; and

**WHEREAS**, the Board of Trustees has significant concerns that the CMO contract for Gem Prep: Pocatello, Inc. includes provisions for immediate termination, wherein the occurrence of such would leave Gem Prep: Pocatello, Inc. in turmoil and likely require the District to absorb the charter school's student population mid-school year, and has further concerns that the CMO contract contains provisions essentially overriding the Board's governance of the District and the CMO directing the Gem Prep: Pocatello, Inc. School Board rather than making recommendations or suggestions; and

**WHEREAS**, the Board of Trustees has significant concerns that both the general and dual enrollment transportation plans for Gem Prep: Pocatello, Inc. as well as the expectations for parent volunteering will result in an unintended disparate impact toward economically disadvantaged and minority student populations, single family households, households with two working parents as well as households that do not have access to continuous and reliable transportation; and

**WHEREAS**, the Board of Trustees has concern that the transportation-related unintended disparate impact toward such student populations would not be rectified by the use of public transportation vouchers as many, if not most parents, are not willing to put a primary grade child onto a public bus without



supervision, and potentially with a need to transfer busses and/or wait for missed busses at public bus stops throughout the city; and

**WHEREAS**, the Board of Trustees has a concern with regard to the intention of Gem Prep: Pocatello, Inc. to not provide for athletics and significant extracurricular activities, placing additional burden upon the District; and

**WHEREAS**, the District has experience acting as an authorizing entity for a charter school and has found that the time, labor and expense for such oversight takes already overloaded District personnel away from serving students and personnel of the District, without full compensation for such endeavors; and

**WHEREAS**, the Board of Trustees believes that its primary obligation for the stewardship of limited financial and personnel resources are to the students currently enrolled in the existing educational programs; and

**WHEREAS**, due to financial and personnel limitations of the District, beyond the District's control, the Board is concerned regarding its ability to meet the critical oversight obligations required as the authorizing entity for Gem Prep: Pocatello, Inc.; and

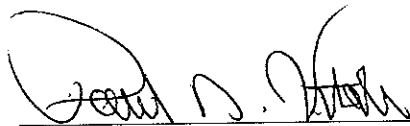
**WHEREAS**, the District's administrative personnel have engaged in a detailed review and analysis of the Charter Petition and have engaged in communications with the representatives of Gem Prep: Pocatello, Inc. regarding the same, and the Board of Trustees having held the Public Hearing regarding this Petition as required by Section 33-5205(2), Idaho Code;

**NOW THEREFORE BE IT RESOLVED**, pursuant to Section 33-5205, Idaho Code and any applicable State Board of Education Rules governing charter schools, the Board of Trustees of the Pocatello/Chubbuck School District No. 25, while believing the intent and purpose of this Petition is a commendable endeavor from an educational standpoint and while applauding the petitioners for their desire to serve students, exercises its legal authority to decline the request that the Pocatello/Chubbuck School District No. 25 become the authorizing entity for Gem Prep: Pocatello, Inc.;

**FURTHER BE IT RESOLVED**, that the Pocatello/Chubbuck School District No. 25 Board of Trustees refers the Gem Prep: Pocatello, Inc. authorizer request and Charter Petition to the Idaho Public Charter School Commission for further consideration.

Adopted this 10<sup>th</sup> day of May, 2016.

  
Board Chair

  
Board Clerk

**SUBJECT**

Monticello Montessori Charter School Proposed Charter and Performance Certificate Amendments

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5206(8)  
IDAPA 08.02.04.302

**BACKGROUND**

Monticello Montessori Charter School (MMCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Ammon since 2010. MMCS currently serves students in grades K-6.

**DISCUSSION**

MMCS is proposing a charter amendment that would expand the grade levels served to include 7<sup>th</sup> and 8<sup>th</sup> grades. The school also proposes minor changes to their vision and mission statements, in addition to changes to their grading policies for the upper elementary grades. Although the school projects a possible future need for additional enrollment increases in order to support a facility expansion, only middle school growth is proposed at this time.

The proposed middle school would offer a project-based curriculum, which is intended to dovetail with the Montessori curriculum offered in the school's elementary classrooms. The school plans to supplement instruction with Idaho Digital Learning Academy courses to fulfill electives and offer remedial and advanced coursework.

In the 2015-16 school year, MMCS reports serving 184 students in grades K-6, with considerably lower enrollment in the 6<sup>th</sup> grade than in grades K-5. PCSC staff cannot verify these enrollment numbers because they are inconsistent with those reported to the SDE. If the amendment is approved, the school plans to enroll an additional 16 students in a 7-8 mixed age classroom for the upcoming 2016/17 school year. The school's current enrollment cap is 320 students. There are currently eleven students that have expressed an interest in attending MMCS's middle school program.

In the event of approval, middle school students would be housed in MMCS's main facility. The school intends to combine K-6 classrooms so that they are filled to capacity, up to 32 students in some cases, in order to make an additional classroom available for the middle school program. Historically, the school has maintained class sizes of approximately 24 students.

The budget projections submitted by MMCS provide conflicting and inconsistent information. In PCSC budget templates for the 2016-17 school year, the school provided contradictory revenue and subsequent net operating income (loss) totals. In addition, neither completed budget template was in alignment with the 2016-17 budget approved and submitted to the SDE in July. For these reasons, PCSC staff is unable to determine the financial viability of the proposed amendment, based on the information provided.

As part of the performance certificate development process, the PCSC approved a general standard that schools with an accountability designation of Good Standing or Honor are eligible for consideration of expansion proposals. Due to changes in the State Accountability system, the school did not receive an accountability designation for 2014-15, but Monticello was in Good Standing in 2013-14. In the 2014-15 ISAT scores, Monticello's academic results exceeded state averages in Math and Reading by small margins.

In the event of PCSC approval of the expansion, modifications to the performance certificate, which are aligned with the proposed changes to the charter, will be developed after the August 9, 2016 meeting.

#### **IMPACT**

If the PCSC approves the proposed amendments, MMCS will immediately begin operating under the amended charter and performance certificate. If the PCSC denies the amendments, MMCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

#### **STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff is concerned that the proposal contains insufficient detail to alleviate several concerns, enumerated below:

Significant concerns:

1. The budgetary information provided with the proposal is inconsistent, providing two, dramatically different revenue projections. It also fails to correspond to the budget submitted to the SDE, differing from information provided to the PCSC in terms of both revenues and expenditures. This lack of consistent information prohibits PCSC staff from evaluating the fiscal viability of the proposal.
2. The school's facility is already overcrowded. Although a middle school classroom could be made available by enlarging class sizes in lower grades from 24 to 32, special services and administrative space is extremely limited; this situation can only be exacerbated by the enrollment of additional students.

3. The school submitted its expansion proposal at the last minute despite PCSC staff advisement over several months. This eliminated the opportunity for staff to work with the school on necessary revisions. Additionally, the late submission permits less than three weeks prior to the beginning of the school year to prepare the middle school and enroll a sufficient number of students.

Additional concerns:

1. The school is currently not at capacity and has historically struggled to fill upper elementary grades. It is difficult to assess the likelihood that the school will be able to successfully fill and grow a middle school program, particularly in grade levels that have been traditionally difficult for many PCSC charter schools to fill to capacity.
2. Operationally, the school struggled with late financial reporting and two, significant special education findings during the 2015-16 school year.

For these reasons, staff recommends that the PCSC deny the proposed amendments related to expansion into middle school grades.

Staff further recommends that the PCSC approve the proposed amendments related the school's mission, vision, and grading policies for upper elementary grades.

### **COMMISSION ACTION**

A motion to deny the proposed charter and performance amendments as submitted by Monticello Montessori Charter School related to expansion into middle school grades on the following grounds: inadequate demonstration of fiscal viability, strain on facility space, and limited preparation time before the start of the school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to approve the proposed charter and performance certificate amendments submitted by Monticello Montessori Charter related to the school's mission, vision, and grading policies for upper elementary grades.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

OR

A motion to approve the proposed charter and performance certificate amendments submitted by Monticello Montessori Charter School, contingent upon satisfactory completion of proofreading, rectification of internal inconsistencies, and submission of sufficient fiscal projections, as evaluated by PCSC staff, prior to 8:00 a.m. MT on October 13, 2016.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

RE: Charter Revision and School Expansion for Monticello Montessori Public Charter School

June 20, 2016

Dear Charter Commissioners:

Monticello Montessori Public Charter School District No. 474 respectfully requests that the Public School Charter Commissioners consider the following 3 requests for changes to its Charter:

1. The current Charter language states that students at Monticello Montessori Public Charter School do not advance by grade, and that they will not be given letter grades. This language needs to be changed to reflect the District's actual practice, which is to assign and assess students by grade, and to gradually implement letter grades beginning in 4<sup>th</sup> grade.
2. As part of District Strategic Planning, Monticello's Board of Directors has recently updated the District's Mission and Vision Statements. The current version needs to be updated in the school's Charter.
3. Monticello Montessori Public Charter School proposes to add 7<sup>th</sup> and 8<sup>th</sup> grades in 2016-2017, so that funded enrollment will be from Kindergarten through Eighth grade. The addition of grade levels include plans for:
  - Project-based learning curricula, classical literature, and online courses as appropriate
  - Partial 90 minute block scheduling to provide longer learning periods and deeper learning experiences in core subjects
  - Necessary teacher certifications that comply with current state requirements
  - Plan for Middle School Credit
  - Statement of actionable need for accreditation

Our expansion proposal will increase the number of grade levels that Monticello serves. Currently the district enrolls students from Kindergarten through 6<sup>th</sup> grade. This proposal would increase that to Kindergarten through 8<sup>th</sup> grade. Adding a small 7/8<sup>th</sup> grade class will not require additional classrooms this year. By filling each room to capacity, the school has an available classroom. However, with growth, which is fully expected as a result of current advertising efforts, more classroom space will become necessary.

Our expansion proposal is to be a permanent expansion. The proposal includes:

- Adding one small group of 7<sup>th</sup> and 8<sup>th</sup> graders in 2016-2017, to increase in size as enrollment grows to a maximum of 2 middle school classes
- Continuing with the Montessori multi-age classroom concept



- Continuing to use project-based learning as the primary middle school instructional model, but also using traditional texts, classic literature, and online learning as appropriate to provide a rigorous academic program for highly capable as well as at-risk students
- Continuing to align instruction to Idaho Core Standards
- Participating in all state assessments as expected.

We propose to begin our 7<sup>th</sup> and 8<sup>th</sup> grade programs in the fall of 2016.

## **MOTIVATION**

The motivation for our proposal comes from parents and former 6<sup>th</sup> grade students, several of whom would like to return to a Montessori-type environment. Feedback from patrons and students who moved on to junior high in the past has shown that while former sixth graders are mostly highly capable and do succeed in traditional type junior high classes and schools, they find the work uninteresting, and lacking creativity and autonomy. Parents and students also report that the social environment of the typical local junior high school is difficult. These students often come to visit our school when they have a holiday and many have expressed their desire to return to a satisfying learning environment. There is a gap in our area of choices for middle school that uses in cross-curricular creative problem solving as its primary teaching method. We plan to offer a bridge for that gap, so that students can continue learning through meaningful real-world projects that are multi-disciplinary and meet rigorous academic standards. Our program will provide a demanding academic environment in which teachers inspire students to embrace curiosity, creativity, persistence and hard work. A parent and teacher committee worked together for 4 months researching and envisioning what Monticello's middle school program would look like. That committee's decisions are the foundation of this proposal.

## **MARKET**

The market for our proposal is any 7<sup>th</sup> or 8<sup>th</sup> grade student within the three-county area of Jefferson, Bonneville and Bingham Counties. However, the District desires to start small and add one classroom of at most 16 students for the 2016-2017 year. In ensuing years the school would like to expand to 2 multi-grade 7/8<sup>th</sup> grade classrooms. Currently the District has a list of 11 students who have committed to attend. We believe that gaining another 5 students is very attainable. The school has planned 2 postcard mailing campaigns for this summer, and is confident that the few remaining seats will be filled from that advertising effort. Disillusionment with the educational and social environments of local traditional junior high schools is significant in our region. Parents are looking for something safer, more individualized, and more creative for their children. They find the concept of project-based learning particularly appealing. Parent interest is high, with parents anxiously awaiting the Commission's decision on our proposal.

## **CAPACITY**

The capacity of Monticello Montessori Public Charter School to implement our proposal can be characterized as follows:

- Adding 1 full time teacher for a self-contained classroom in order to launch the small project based middle school program.
- No added administrative staff. Student numbers are well within the capacity of current administrative staff. With the addition of a 7/8<sup>th</sup> grade class, Monticello will be filled to capacity. In the past the school has averaged about 24 students per class, with total enrollment averaging about 220 students. (According to Charter, capacity per classroom is 32, thus total enrollment capacity in the current facility is 288.)
- Special education needs may require one additional part-time aide.
- Title 1 supplemental instruction will require one hour a day from a Title 1 aide. This aide will oversee recovery and elective online courses delivered by Idaho Digital Learning Academy.
- The school is currently increasing its counseling capacity, and so can seamlessly add middle level academic/career counseling and 4 year planning.
- Monticello currently has 2 service agreement contracts: a free and reduced lunch purchase agreement with an adjacent district, and a busing contract. Adding 16 students will not impact the existing contracts. However, being able to provide a lunch program for our own students has been a long-standing school goal, which expanding our facility will bring to fruition. This will eventually add a lunch staff person and facilitate expanding the program.

## **FACILITY EXPANSION**

The school also has a recent history of stable financial condition, with excellent rating in the Annual Audit and with the Charter Commission Annual Report. Administration has implemented sound financial procedures, and has set aside a significant savings and reserve.

- A copy of current financial documents and plans is included with this Letter.
- The District has been working with USDA to extend and consolidate current loans to accommodate facility expansion. The result of these discussions has been very hopeful.
- A projection of various loan addition and consolidation plans is included.
- The proposed facility addition plans add 3 classroom spaces with maximum capacity for 32 students each, totaling potentially 96 additional students, though the school typically does not fill classes to capacity, currently averaging about 25 students per classroom.
- The school expects continued high demand for Kindergarten, and with facility space would like to return to providing 2 Kindergarten classes per half-day session.
- The additional facility space will bring total enrollment capacity to 418 students.

The addition of a small 7<sup>th</sup> and 8<sup>th</sup> grade class will not require facility expansion this year, as we have consolidated classes to capacity (32 according to our charter) and thus freed up one 1000 sq. ft. classroom with kitchen, which is planned for the Middle School Room.

However, the school is in real need of a multipurpose area, a small cold kitchen for lunch preparation, and additional classrooms and storage space for the future, which facilities are

included in the building addition plan. Those expansion plans include solutions for the following space problems:

- The school does not have space for programs or assemblies, nor a gymnasium-type area for physical education in inclement weather. Both these needs can be fulfilled in one multipurpose room.
- There is very limited office space, especially for service providers such as SLP, OT, and Title 1. Title 1 students have been serviced at tables in the hall in the past, and there is no truly private area available for counseling.
- There is no real classroom for special education.
- Service closets have been turned into office space for the Title 1 Director and the Business Manager.
- Individual testing frequently has been done in the teacher's workroom, an inferior space for that purpose.

Supplemental documentation showing the financial condition of the school and the estimated loan possibilities with USDA is included with this letter.

We thank you for your kind consideration of our proposals.

Erica Kemery, Administrator

Mike O'Bleness, Board Chairman

# Charter School Petition Monticello Montessori School

A Public Montessori Charter School

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Opened Fall, 2010

Proposed Revision of Charter August 2016

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.** Through a Montessori- inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life.~~

##### **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.** Monticello Montessori students will become critical thinkers and intrinsically motivated learners.~~

## 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. As much as is practical, 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 in 2009-2010 where the school has been located since. Administration has consolidated current classes to capacity to make room for a middle school class in one available classroom. This has strengthened the school's waiting list, while providing time for new facility construction, but is only a temporary solution. The school very much needs to add important and necessary educational facilities: a multipurpose room, which would also serve as a parent and family gathering place and as a small gymnasium in bad weather as well as a daily lunchroom, is a stringent need. Also much needed is a small lunch kitchen so that the school can provide its own lunch program. Also needed are several classrooms for middle school classes after the 2016-2017 school year, because the program is expected to continue to grow in both the middle school grades and the upper elementary grades which feed the middle school program. Additionally, the school needs storage space for items subject to damage from rodents/vermin and temperature extremes, such as furniture, paint, caulking, paper supplies, holiday decorations, etc.

The school has a USDA loan and has been working with USDA on financing facility expansion. It appears that until financing can be secured for such a the project through extending the existing USDA loan is a viable option. Through loan consolidation, the proposed expansion looks ideal, however, even without consolidation, the options are affordable though some are more attractive than others. (Please see USDA Prelim. Options for BlgExpan Financing.) 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.

#### 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,

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\* American Montessori Society. *Essential elements of successful Montessori schools in the public sector.*  
<http://www.amshq.org/schoolExtras/publicEssentials.html>

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 in authentic contexts and applications, including giving speeches, writing letters, publishing essays, and working cooperatively- , engaging in projects, and presenting solutions to real-world type problems.

**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 Core 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.
- In the Middle School, Montessori materials will be applied as needed, while the chief approach to learning will be project-based methods that focus on cross-curricular learning, along with classical and nonfiction literature and rigorous mathematics curricula. The school understands this to be a sound and age-appropriate Montessori approach.
- Every elementary student will have an individual work plan that is self-paced.
- Middle School students, in preparation for high school and beyond, may instead, at the teacher's discretion, have whole class assignments.
- A variety of resources will be used to address students' needs. The selection of resources including additional books, manipulatives, technological resources, etc. will be based on teacher observation, academic performance, IEP requirements, and parental input.
- Middle School students will use Idaho Digital Learning Academy courses to fulfill elective options, credit recovery requirements, and advanced course options for high school credit.
- The Middle School will adopt a credit system, to be published in the Student Handbook. In compliance with State Board of Education Rules Governing Thoroughness IDAPA 08.02.03.107.01-02, Middle School students will be required to pass 80% of core courses and will have access to credit recovery courses and an alternate mechanism, to be determined by the Leadership Team, to be eligible for promotion to the next grade.
- Effectiveness of curriculum and instruction will be measure using multiple means, including standardized tests and formative and summative assessments. The



district uses IRI, ISAT and STAR testing data, along with performance on classroom work and periodic benchmark probes to measure skill proficiency.

- As part of accreditation expectations, middle school students will receive letter grades.

**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
- To facilitate deeper learning, Middle School morning work periods will be in 90 minute blocks.
- 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 taught how to use word processing and presentation software.
- Middle School students will have increasing access to computers as part of their regular course work requirements, and for use in online courses.
- 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.
- Middle School curriculum will include in a mini-economy project, such as creating and selling designed apparel, in order to teach practical life skills related to economics.

### B. The Educated Person in the 21st Century

Maria Montessori was a woman ahead of her time. In the early 20<sup>th</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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. 21<sup>st</sup> 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

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\* Kurzweil, Ray. *The singularity is near: When humans transcend biology*. Penguin Group (USA) Inc., New York, NY, pp. 135-136.

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.

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.”\*

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\* 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~~ other regular public or non-public school programs, 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 will meet grade level learning targets. They do not advance by "grade" level but rather by through mastery of skills and 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 Criteria are developed for all lessons to help teachers, students and parents know what mastery looks like. Students are not given letter grades, beginning in core subjects in 4<sup>th</sup> grade and increasing to all subjects in 6<sup>th</sup> through 8<sup>th</sup> grade. 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 3<sup>rd</sup>-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.

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\* 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

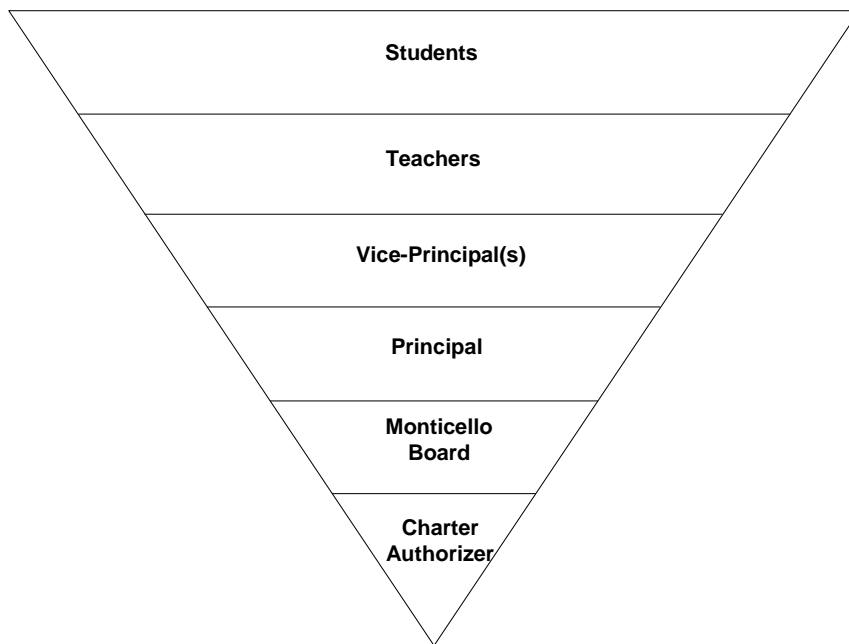
Monticello will maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality. In addition, the school will budget for continuing education through Montessori workshops and conferences. ~~Should the Board decide to~~ In offering a secondary education program ~~in the future, it~~ the Board will seek accreditation through the Northwest ~~Association of Accredited Schools- Accreditation Association/AdvancEd~~ 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.

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\* 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 15<sup>th</sup> 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.
- Elementary and Middle School teachers will hold Idaho teacher certification that is in accordance with Idaho teacher certification regulations for their teaching assignment area.

### 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.

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\* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*  
<http://www.amshq.org/schoolExtras/publicEssentials.html>



Additional policies and procedures are implemented by the Board, as needed.

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. Monticello Montessori Charter School will ensure that all eligible staff members are covered by health insurance.

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 the open enrollment period for the following year (January-March of each year). Enrollment will be limited to 32 students per class. Expansion in 2016-2017 will enable continuing with the mixed grade classrooms characteristic of Montessori learning environments, and returning in time to 2 classes of Kindergarten, a successful configuration from the past which limited space precluded a while ago, so that the enrollment configuration will eventually be as follows: Primary (Pre-K-Kindergarten): 2 classes (4 sections of 1/2 day); Lower Elementary (1<sup>st</sup> - 3<sup>rd</sup> grades): 4 classes; Upper Elementary (4<sup>th</sup> – 6<sup>th</sup> grades): 3 classes; Middle School (7<sup>th</sup> – 8<sup>th</sup> grades): 2 classes. The projected total enrollment will be capped at 418 students. 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 offer 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~~ Ammon, Idaho. 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~~ Grade 8. 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. In expanding the school's program to provide a unique project-based middle school, Monticello has a core of a former 6<sup>th</sup> graders who have committed to returning as 7<sup>th</sup> graders. Additionally, the school has launched 2 postcard advertising campaigns that target specific areas and demographics. As of June, 2016, Monticello needs just 5 committed students to meet its target of 16 middle school students.

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.

# Idaho Public Charter School Commission

## Charter Petition: Budget Assumptions

School Name: Monticello Montessori Public Ch

### Revenue

#### Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Estimated No. of Students for Each Year:		226/11.10 units	262/12.62 units	266/12.93 units	
Line Item / Account	Break-Even Budget	Year 1 FY17 Projected Budget	Year 2 FY18 Projected Budget	Year 3 FY19 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		-			
Contributions / Donations		6,467.00	7,860.00	7,860.00	Clubs
Other Local Revenue		-			
Base Support		761,951.00	801,009.00	808,974.00	Based on FY16 Templates
Exceptional Child		25,696.00	25,696.00	25,696.00	Based on FY16 Approved
Benefit Apportionment		104,094.00	112,558.00	116,151.00	Based on FY16 Templates
Other State Support Total (details below)		128,450.00	128,451.00	128,452.00	Based on FY16 Allocation
State Facility funding		89,306.16	103,531.92	105,112.56	students \$15,761.92+\$87,770=\$103,531.92/250.04 students \$16,002.56+ \$89,110=\$105,112
Professional development		22,446.27	23,468.02	23,676.03	FTE/FY17-12.207 FTE/FY18-13.882 FTE/FY19-14.223 (\$15K + FTE(\$610))
<b>REVENUE TOTALS</b>	-	<b>\$1,138,410.43</b>	<b>\$1,202,573.94</b>	<b>1,215,921.59</b>	

**Additional Notes or Details regarding Revenue:** Estimated support units used for Base Support calculations = Changeable by year, see row 8-columns D,F & H.

### Expenses by Category & Budget

#### Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	0.0		10.0	354,151.00	11.0	388,401.00	11.5	405,101.00	Current budget basis, and projected modest growth
Secondary Teachers									
Other Teachers [clarify in assumptions]									
Classroom Teacher Subtotals	0.0	-	10.0	354,151.00	11.0	388,401.00	11.5	405,101.00	Average classroom size: 25.1/26.2/26.6
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director / Coordinator									Title and hours: *SPED Teacher funded under Instructional
Special Education Subtotals	0.0	-	0.0	-	0.0	-	0.0	-	Anticipated % Special Education Students: 13%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator			0.8	72,000.00	1.0	72,000.00	1.0	72,000.00	Title and hours: Administrator/Full-time
Other Certified Staff Subtotals	0.0	-	0.8	72,000.00	1.0	72,000.00	1.0	72,000.00	
<b>CERTIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>10.8</b>	<b>\$426,151.00</b>	<b>12.0</b>	<b>\$460,401.00</b>	<b>12.5</b>	<b>\$477,101.00</b>	

CLASSIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			3.4	52,739.00	3.4	52,739.00	3.4	52,739.00	
Paraprofessionals- SPED			0.8	21,772.00	0.8	21,772.00	0.8	21,772.00	
Admin / Front Office Staff			1.1	53,599.00	1.1	53,599.00	1.1	53,599.00	
<b>CLASSIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>5.3</b>	<b>\$128,110.00</b>	<b>5.3</b>	<b>\$128,110.00</b>	<b>5.3</b>	<b>\$128,110.00</b>	

BENEFITS	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI				67,416.00		71,582.00		73,594.00	
Workers comp				3,500.00		3,531.00		3,631.00	
FICA/medicare				36,700.00		38,959.00		40,065.00	
Group insurance				-					
Paid time off [clarify in assumptions]				-					
<b>BENEFIT TOTALS</b>		<b>\$0.00</b>		<b>\$107,616.00</b>		<b>\$114,072.00</b>		<b>\$117,290.00</b>	

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>	<b>\$0.00</b>	<b>\$554,261.00</b>	<b>\$588,511.00</b>	<b>\$605,211.00</b>
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>	<b>\$0.00</b>	<b>\$661,877.00</b>	<b>\$702,583.00</b>	<b>\$722,501.00</b>
<b>Additional Notes or Details regarding Staffing Expenditures:</b>				

### Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Professional Development			<b>22,446.27</b>		<b>23,468.02</b>		<b>23,676.03</b>		
SPED Contract Services			<b>87,756.00</b>		<b>93,070.00</b>		<b>94,171.00</b>		Occupational Therapists, Speech Therapists, School Psychologist
Other Contract Services [clarify in assumptions]									
<b>Overall Educ Pgm &amp; Special Pgms Subtotals</b>		-	110,202.27		116,538.02		117,847.03		
Elementary Program	Break-Even Budget		YR1 Projected Budget		YR 2 Projected Budget		YR 3 Projected Budget		Assumptions / Details / Sources
Elementary Supplies Total (details below)			<b>5,000.00</b>		<b>6,000.00</b>		<b>6,000.00</b>		
Curriculum / text books			2,000.00		3,000.00		3,000.00		
Other supplies [clarify in assumptions]			3,000.00		3,000.00		3,000.00		Classroom supplies- art, paper, magazines, etc.
Elementary Contract Services [clarify in assumptions]									Types of anticipated Contractors:
<b>Elementary Pgm Subtotals</b>		-	5,000.00		6,000.00		6,000.00		



Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		-	-	-	
Curriculum / text books		-	-	-	
Other supplies [clarify in assumptions]		-	-	-	
Secondary Contract Services [clarify in assumptions]		-	-	-	Types of anticipated Contractors:
		-	-	-	
Secondary Pgm Subtotals	-	-	-	-	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$0.00</b>	<b>\$115,202.27</b>	<b>\$122,538.02</b>	<b>\$123,847.03</b>	

Additional Notes or Details regarding Educational Program Expenditures:

### Technology (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)		10,000.00	10,000.00	10,000.00	
Internet		3,000.00	3,000.00	3,000.00	internet service
Other Contrac Services [clarify in assumptions]		7,000.00	7,000.00	7,000.00	Fiberoptic capability
Technology fees & licenses					
<b>TECHNOLOGY TOTALS</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	

Additional Notes or Details regarding Technology Expenditures:

### Non-Facilities Capital Outlay (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)					
Furniture [clarify types in assumptions]		38,000.00	-	-	classroom tables, chairs 10,000; whiteboards 4,000; teacher-office desks 4000; lunchroom tables 13,000; shipping23% 7000
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay Total (details below)					
Computers for staff use		7,000.00	2,000.00	2,000.00	teacher computers, classroom & multipurpose projectors & speakers
Computers for staff use					
Other Technology [clarify in assumptions]					
Other Capital Outlay [clarify in assumptions]					
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$0.00</b>	<b>45,000.00</b>	<b>2,000.00</b>	<b>2,000.00</b>	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

**Board of Directors (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training		4,000.00	4,000.00	4,000.00	
Legal		3,011.00	3,700.00	3,700.00	
Audit		3,700.00	3,750.00	3,800.00	
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$0.00</b>	<b>\$10,711.00</b>	<b>\$11,450.00</b>	<b>\$11,500.00</b>	

Additional Notes or Details regarding Board of Directors Expenditures:

**Facilities Details (required if not provided in Facilities Template)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)		62,250.00	-	-	Loan as is, adding new 30 year loan of \$1.5 at 2.875% interest
Mortgage or Lease payments (specify in assumptions)		147,275.76	215,842.44	215,842.44	Year 1 as is. Completing Dome loan monthly payment of 1022.22 in Jan 2017. Year 2 additional \$1.5 mil loan at \$6225/mo.
Repairs and Maintenance		5,520.00	5,575.00	5,631.00	
Utilities Total (details below)					
Gas		2,300.00	2,323.00	2,346.00	
Electric		8,050.00	8,131.00	8,212.00	
Other (specify in assumptions)		8,620.00	8,706.00	8,793.00	Water sewer garbage
<b>FACILITIES TOTALS</b>	<b>\$0.00</b>	<b>234,015.76</b>	<b>240,577.44</b>	<b>240,824.44</b>	

Additional Notes or Details regarding Facilities Expenditures:

**Transportation/Nutrition (optional)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services (specify in assumption)		54,000.00	54,000.00	54,000.00	Transportation budget
Special transportation (SPED, field trips, etc.)					None anticipated
<b>TRANSPORTATION TOTALS</b>	<b>\$0.00</b>	<b>\$54,000.00</b>	<b>\$54,000.00</b>	<b>\$54,000.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

Regarding nutrition: Once the district becomes its own Lunch Program Sponsor, it expects to save at least \$4000 per year.

**Other Expenses (optional)**

[Please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
<b>OTHER TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

**Additional Notes or Details regarding Transportation Expenditures:**

**Narrative: Break-Even & Operational Budgets**

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

**Monticello has worked on USDA loan modification and the district has received tentatives assumptions that include several scenarios. The above figures are from the greatest cost scenario.**

**Narrative: 1st Year Cash Flow**

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

**List of Attachments**

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

Attachment Title	Location (Appendix _AA_)	Description
USDA Loan Extension-Consolidation Projections June2016	AA Financial Info	Projection of four loan options -- tentative scenarios provided by Lana Duke at USDA

## Financial Summary

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
<b>Revenues</b>					
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	-	6,467.00	7,860.00	7,860.00	
Other Local Revenue	-	-	-	-	
Base Support	-	761,951.00	801,009.00	808,974.00	
Exceptional Child	-	25,696.00	25,696.00	25,696.00	
Benefit Apportionment	-	104,094.00	112,558.00	116,151.00	
Other State Support Total (details below)	-	128,450.00	128,451.00	128,452.00	
State Facility funding	-	89,306.16	103,531.92	105,112.56	
Professional development	-	22,446.27	23,468.02	23,676.03	
<b>REVENUE TOTALS</b>	-	1,138,410.43	1,202,573.94	1,215,921.59	

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
<b>Expenses</b>					
Staff and Benefit Totals	\$0.00	\$661,877.00	\$702,583.00	\$722,501.00	
Educational Program Totals	\$0.00	\$115,202.27	\$122,538.02	\$123,847.03	
Technology Totals	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	
Capital Outlay Totals	\$0.00	\$45,000.00	\$2,000.00	\$2,000.00	
Board of Directors Totals	\$0.00	\$10,711.00	\$11,450.00	\$11,500.00	
Facilities Totals	\$0.00	\$234,015.76	\$240,577.44	\$240,824.44	
Transportation/Nutrition Totals	\$0.00	\$54,000.00	\$54,000.00	\$54,000.00	
Other	\$0.00	\$0.00	\$0.00	\$0.00	
<b>EXPENSE TOTALS</b>	<b>\$0.00</b>	<b>\$1,130,806.03</b>	<b>\$1,143,148.46</b>	<b>\$1,164,672.47</b>	

<b>Operating Income (Loss)</b>	-	7,604.40	59,425.48	51,249.12	
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# Idaho Public Charter School Commission

## Charter Petition: Budget Assumptions

School Name:

### Revenue

#### Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
School Fees & Charges / Fundraising			-		-		-		
Contributions / Donations			6,467.00		7,860.00		7,860.00		
Other Local Revenue			-		-		-		
Base Support			761,951.00		801,009.00		808,974.00		
Exceptional Child			25,696.00		25,696.00		25,696.00		
Benefit Apportionment			104,094.00		112,558.00		116,151.00		
Other State Support Total (details below)			128,450.00		128,451.00		128,452.00		
State Facility funding			89,306.16		103,531.92		105,112.56		
Professional development			22,446.27		23,468.02		23,676.03		
<b>REVENUE TOTALS</b>		<b>\$0.00</b>	<b>\$1,026,658.00</b>		<b>\$1,075,574.00</b>		<b>\$1,087,133.00</b>		

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations =

### Expenses by Category & Budget

#### Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Classroom Teachers</b>									
Elementary Teachers			10.0	354,151.00	11.0	388,401.00	11.5	405,101.00	
Secondary Teachers			0.0	-	0.0	-	0.0	-	
Other Teachers [clarity in assumptions]			0.0	-	0.0	-	0.0	-	
Classroom Teacher Subtotals	0.0	-	10.0	354,151.00	11.0	388,401.00	11.5	405,101.00	Average classroom size:
<b>Special Education</b>									
SPED Director / Coordinator			0.0	-	0.0	-	0.0	-	Title and hours:
			0.0	-	0.0	-	0.0	-	
Special Education Subtotals	0.0	-	0.0	-	0.0	-	0.0	-	Anticipated % Special Education Students:
<b>Other Certified Staff</b>									
Administrator			0.8	72,000.00	1.0	72,000.00	1.0	72,000.00	Title and hours:
			0.0	-	0.0	-	0.0	-	

Other Certified Staff Subtotals	0.0	-	0.8	72,000.00	1.0	72,000.00	1.0	72,000.00
<b>CERTIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>10.8</b>	<b>\$426,151.00</b>	<b>12.0</b>	<b>\$460,401.00</b>	<b>12.5</b>	<b>\$477,101.00</b>

CLASSIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			3.4	52,739.00	3.4	52,739.00	3.4	52,739.00	
Paraprofessionals- SPED			0.8	21,772.00	0.8	21,772.00	0.8	21,772.00	
Admin / Front Office Staff			1.1	53,599.00	1.1	53,599.00	1.1	53,599.00	
			0.0	-	0.0	-	0.0	-	
<b>CLASSIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>5.3</b>	<b>\$128,110.00</b>	<b>5.3</b>	<b>\$128,110.00</b>	<b>5.3</b>	<b>\$128,110.00</b>	

BENEFITS	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI			0.00%	6741600.00%	0.00%	7158200.00%	0.00%	7359400.00%	
Workers comp			0.00%	350000.00%	0.00%	353100.00%	0.00%	363100.00%	
FICA/medicare			0.00%	3670000.00%	0.00%	3895900.00%	0.00%	4006500.00%	
Group insurance			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Paid time off [clarify in assumptions]			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
<b>BENEFIT TOTALS</b>		<b>\$0.00</b>		<b>\$107,616.00</b>		<b>\$114,072.00</b>		<b>\$117,290.00</b>	

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>	<b>\$0.00</b>	<b>\$554,261.00</b>	<b>\$588,511.00</b>	<b>\$605,211.00</b>
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>	<b>\$0.00</b>	<b>\$661,877.00</b>	<b>\$702,583.00</b>	<b>\$722,501.00</b>

**Educational Program (required)**

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Professional Development			22,446.27	23,468.02	23,676.03				
SPED Contract Services			87,756.00	93,070.00	94,171.00				Types of anticipated SPED Contractors:
Other Contract Services [clarify in assumptions]			-	-	-				
			-	-	-				
<b>Overall Educ Pgm &amp; Special Pgms Subtotals</b>			110,202.27	116,538.02	117,847.03				
Elementary Program	Pre-Opening Budget		YR1 Projected Budget		YR 2 Projected Budget		YR 3 Projected Budget		Assumptions / Details / Sources
Elementary Supplies Total (details below)			5,000.00	6,000.00	6,000.00				
Curriculum / text books			2,000.00	3,000.00	3,000.00				
Other supplies [clarify in assumptions]			3,000.00	3,000.00	3,000.00				
Elementary Contract Services [clarify in assumptions]			-	-	-				Types of anticipated Contractors:



		-	-	-	
<b>Elementary Pgm Subtotals</b>	-	5,000.00	6,000.00	6,000.00	
<b>Secondary Program</b>	<b>Pre-Opening Budget</b>	<b>YR1 Projected Budget</b>	<b>YR 2 Projected Budget</b>	<b>YR 3 Projected Budget</b>	<b>Assumptions / Details / Sources</b>
Secondary Supplies Total (details below)		-	-	-	
Curriculum / text books		-	-	-	
Other supplies [clarify in assumptions]		-	-	-	
Secondary Contract Services [clarify in assumptions]		-	-	-	Types of anticipated Contractors:
		-	-	-	
<b>Secondary Pgm Subtotals</b>	-	-	-	-	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$0.00</b>	<b>\$115,202.27</b>	<b>\$122,538.02</b>	<b>\$123,847.03</b>	

**Additional Notes or Details regarding Educational Program Expenditures:**

**Technology (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)		10,000.00	10,000.00	10,000.00	
Internet		3,000.00	3,000.00	3,000.00	
Other Contrac Services [clarify in assumptions]		7,000.00	7,000.00	7,000.00	
Technology fees & licenses		-	-	-	
		-	-	-	
<b>TECHNOLOGY TOTALS</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	

**Additional Notes or Details regarding Technology Expenditures:**

**Non-Facilities Capital Outlay (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)		-	-	-	
Furniture [clarify types in assumptions]		38,000.00	-	-	
Other Outlay [clarify types in assumptions]		-	-	-	
Technology Capital Outlay Total (details below)		-	-	-	
Computers for staff use		7,000.00	2,000.00	2,000.00	
Computers for staff use		-	-	-	
Other Technology [clarify in assumptions]		-	-	-	
Other Capital Outlay [clarify in assumptions]		-	-	-	Account # / Location in Budget:
		-	-	-	
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

**Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:**

**Board of Directors (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training		4,000.00	4,000.00	4,000.00	
Legal		3,011.00	3,700.00	3,700.00	
Audit		3,700.00	3,750.00	3,800.00	
		-	-	-	
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$0.00</b>	<b>\$10,711.00</b>	<b>\$11,450.00</b>	<b>\$11,500.00</b>	

**Additional Notes or Details regarding Board of Directors Expenditures:**

**Facilities Details (required if not provided in Facilities Template)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)		62,250.00	-	-	
Mortgage or Lease payments (specify in assumptions)		147,275.76	215,842.44	215,842.44	
Repairs and Maintenance		5,520.00	5,575.00	5,631.00	
Utilities Total (details below)		-	-	-	
Gas		2,300.00	2,323.00	2,346.00	
Electric		8,050.00	8,131.00	8,212.00	
Other [specify in assumptions]		8,620.00	8,706.00	8,793.00	
		-	-	-	
<b>FACILITIES TOTALS</b>	<b>\$0.00</b>	<b>\$215,045.76</b>	<b>\$221,417.44</b>	<b>\$221,473.44</b>	

**Additional Notes or Details regarding Facilities Expenditures:**

**Transportation/Nutrition (optional)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]		54,000.00	54,000.00	54,000.00	
Special transportation (SPED, field trips, etc.)		-	-	-	
		-	-	-	
<b>TRANSPORTATION TOTALS</b>	<b>\$0.00</b>	<b>\$54,000.00</b>	<b>\$54,000.00</b>	<b>\$54,000.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

**Other Expenses (optional)**

[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
		-	-	-	
		-	-	-	
		-	-	-	
<b>OTHER TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

**Narrative: Pre-Opening & Operational Budgets**

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

**Narrative: 1st Year Cash Flow**

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

**List of Attachments**

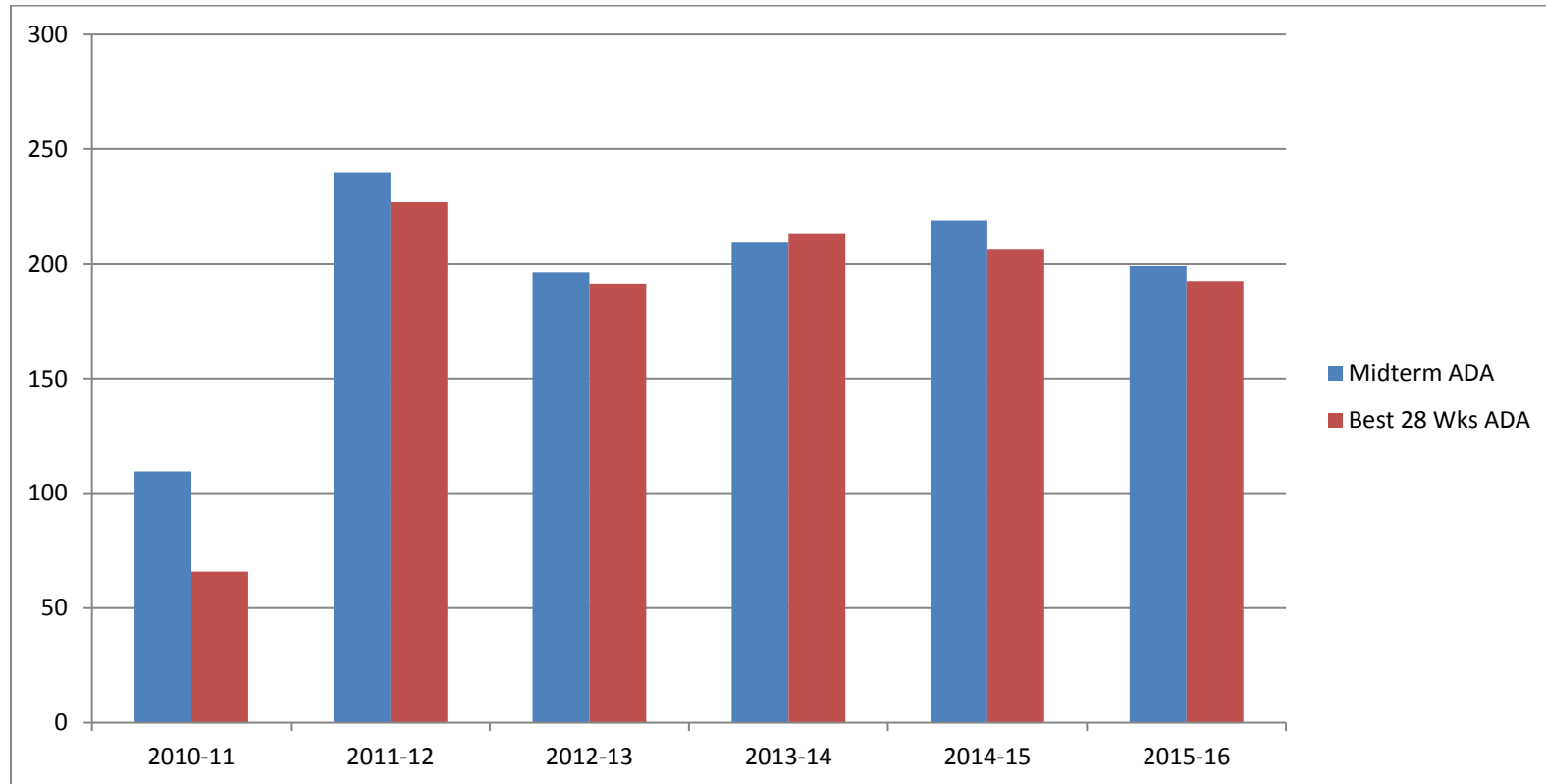
[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix _)	Description

MONTICELLO MONTESSORI PUBLIC CHARTER SCHOOL ENROLLMENT							
Year Ending	2012	2013	2014	2015	2016	Projected 2017	
						Re-enrollment	New enrollment
Kindergarten	48	31	35	36	29	0	40
First Grade	45	41	34	34	33	29	3
Second Grade	39	40	40	26	28	30	2
Third Grade	32	27	37	39	23	29	3
Fourth Grade	23	27	24	28	28	29	3
Fifth Grade	15	16	29	20	29	28	5
Sixth Grade	8	10	17	18	14	19	6
Seventh Grade	0	0	0	0	0	11	3
Eighth Grade	0	0	0	0	0	0	2
TOTAL ENROLLMENT	210	192	216	201	184	175	67
						242	

\*PCSC NOTE: Enrollment data as of the last day of each respective school year.

**ADA ATTENDANCE HISTORY**  
**MONTICELLO MONTESSORI CHARTER DISTRICT No. 474**



\*ADA = Average Daily Attendance

\*Midterm Rpt = ADA through 1<sup>st</sup> week of Nov.

\*Best 28 Wks Rpt= ADA during best 28 Wk period

July 30, 2016

To Whom it may Concern,

This past week I was made aware of Monticello Montessori's request to add Junior High to their enrollment. Through my experience with the school both as an employee and as a parent of a special needs child and two other children previously enrolled at Monticello, allowing Monticello to move forward with this addition would not be in the best interest of the students eligible for enrollment.

While I will provide you with my name and contact information, I do ask that what I tell you stays in the confidentiality of the Board of the State Charter Commission. Because of what I will tell you, what I have seen and what has happened to me and my child, I do fear retaliation from both Mrs. Kemery and Mrs. Parker. I have spoken with others who have also endured similar experiences, however due to the same fear, they will not come forward. Parents have seen others that have submitted concerns in anonymity only to have their concerns dismissed. And former employees have watched as teachers were repeatedly disciplined for actions they were falsely accused of taking. So, aside from me, no one is able to willingly place themselves in a position of opposition to Mrs. Kemery at this time.

When I contacted the Charter Commission on Tuesday I was told that you already have a copy of the SDE SPED Final Report from my complaint. I am unsure if you received a copy of my actual complaint, so I will attach a copy of the letter (but not any supporting documents) that I sent to the State Department of Education. The complaint was based solely on the personal experiences of my child. However I have also filed a Code of Ethics complaint against Erica Kemery with the Professional Standards Commission that encompasses the time in which I worked at Monticello Montessori. I have been notified that they have spoken with the State's Attorney and an investigation into my complaint is moving forward. I have also repeatedly filed complaints with the Monticello School Board that they passed aside because they wanted me to file my complaint against Mrs. Kemery *with* Mrs. Kemery not verbally, as I had previously done, but in writing.

Prior to filing my 504 Complaint, I explained to the Board through several emails that I had brought my concerns to them because the 504 Violation, according to policy, would go to Mrs. Attebury, the Title IX Coordinator, who also happens to be a close family friend. However they assured me that they had confidence in Mrs. Attebury's ability to perform her job without bias. I followed the direction of the Board and filed my 504 Violation Complaint with (I thought) the Title IX coordinator through Mrs. Kemery. However Mrs. Kemery reassigned my complaint to someone with no experience who replied that all my complaints were out of her authority as the Non-Discrimination Coordinator. Mrs. Kemery didn't even notify the Title IX coordinator of my complaint. Three weeks after I filed my complaint I left a voice mail on Mrs. Attebury's office line requesting the status of my complaint. I received an email stating that the position had been reassigned to Mrs. Garner. The next week the school's website was updated to reflect this change. After I received the "findings" from my complaint and after 5 months of seeking resolution, I was granted a meeting with the board. To this day I have not received a response from when I publicly addressed the board in February 2016 nor from a month later when I was granted the executive session. School bylaws explicitly state that the Board will respond in writing to anyone who



addresses them in an executive session. My complaints moved on to The State Department of Education Special Education Complaints Department.

In Monticello's charter they state that they will perform background checks on all employees. However, Mrs. Parker, who was recommended for her position by her sister-in-law, the school's business manager, was hired with multiple felony and civil convictions. I learned from a parent who submitted a complaint to the school board that there isn't a single school in Southeast Idaho that will employ a felon regardless of the type of felony or how long ago it occurred. Yet CandaLee Parker was convicted of two felonies. Case #CR1999-090283 Class 4 Felony theft occurred between 10/1/1997 and 1/8/1998. On Nov. 15, 2000 she violated her terms of probation by again committing theft. She was charged with a Class 2 felony theft, Case# CR2002-093853 and plead guilty to a lesser charge of forgery and was ordered to pay restitution of \$38,996.75 and spend two and a half years in prison. As you can see from the links below, her crimes occurred over the course of several years.

<http://www.superiorcourt.maricopa.gov/docket/CriminalCourtCases/caseInfo.asp?caseNumber=CR1999-090283>)

<http://www.superiorcourt.maricopa.gov/docket/CriminalCourtCases/caseInfo.asp?caseNumber=CR2002-093853>)

<http://www.superiorcourt.maricopa.gov/docket/CivilCourtCases/caseInfo.asp?caseNumber=CV2002-023297>)

<http://www.superiorcourt.maricopa.gov/docket/CivilCourtCases/caseInfo.asp?caseNumber=CV2001-004880>)

<http://www.superiorcourt.maricopa.gov/docket/CivilCourtCases/caseInfo.asp?caseNumber=TJ2002-001279>)

<http://www.superiorcourt.maricopa.gov/docket/CivilCourtCases/caseInfo.asp?caseNumber=CV2013-010016>)

If you look in her court paperwork, there are also documented cases of harassment including a current case from May of last year submitted by AnnetteKaye Casady. All of this information was given to the School Board and to Mrs. Kemery. [REDACTED]

[REDACTED]. It is also interesting to note that according to Monticello's bylaw 5110 all background checks are to take place within 5 days of hire. However, they allowed Mrs. Parker to be employed for months before she completed her background check.

On September 30<sup>th</sup>, 2015, in a letter written by Mrs. Kemery and transmitted to parents via Facebook and posted by Mrs. Parker, Mrs. Kemery states in part "Those who wish to volunteer in a classroom may fill out and submit a Volunteer Application and Information Packet to the office. Packets are available from the office. Monticello takes our students' safety very seriously. For that reason, anyone, both staff and volunteers, who will be with students regularly must be approved and have a background check. We hope that you will see this as a benefit to our students, and know that this requirement is not intended to hinder involvement, but rather is to facilitate child and school safety." Each teacher could choose a room parent and the school would pay for their background check. However, if a parent was not selected as the room parent, they had to pay for their own background check in order to volunteer in the classroom. There were irritated parents who worked in the medical field, where background checks were already preformed and mandatory for employment. Yet these parents still had to complete and pay for another background check

through the school if they wished to volunteer. Several other parents expressed concerns because they had previously been convicted of misdemeanor traffic violations but would still like to volunteer. They were told that while their request for involvement was appreciated, they would not be allowed to volunteer in the classrooms. Such a strict adherence to their policy would go a long way in helping other parents feel secure regarding who was allowed to work in close proximity to their child. Yet even employees were unaware of Mrs. Parker's history with the courts.

Each member of Monticello Montessori's Board of Directors was made aware of Mrs. Parker's felonies. I was at the school while a board member spoke with Mrs. Mendenhall (the business manager) about the information they had received. The board member was very concerned about what should be done. They mentioned how all the members were volunteers and repeated concerns were causing a lot of stress. One board member even said that they get paid to deal with this kind of thing as a career and did not volunteer on the board to deal with it on personal time. Because the parent that submitted the complaint did not sign her concern, the board decided it would not be addressed.

From October 2014 to May 2015 I repeatedly went to Mrs. Kemery regarding the actions of Mrs. CandaLee Parker (the school secretary). She was spending several hours each day (during the months of October – February) on websites called ripoffreport.com and complaintsboard.com as well as googling a woman called AnnetteKaye Cassady. Eventually I too googled AnnetteKaye and that is how I found out that Mrs. Parker was a twice convicted felon who was using school property to harass Mrs. Cassady. She also used the school's fax machine to send over a dozen threatening faxes to Mrs. Cassady's husband's place of employment, where he worked as a fire fighter, over the course of a day and a half. When I went to Mrs. Kemery about the felonies and about the time spent online I was reprimanded for violating Mrs. Parker's privacy. She told me that I could not be sure that Canda had typed the responses and would not listen when I told her I had sat there on several occasions and watched her type and then toggle over to another screen when she saw anyone walking her direction. I explained to Mrs. Kemery that I was frustrated because Mrs. Parker was in charge of accepting lunch, activity and photo monies, ( [REDACTED] [REDACTED] [REDACTED] [REDACTED] ) had access to my and other employees' personal information (personnel information including social security numbers for insurance purposes or background checks) and sensitive student information (parents often give you their child's social security card in error when registering their child for kindergarten.) Mrs. Kemery told me that they had safeguards in place and I should not concern myself with this. She went on to allude to the fact that she would not be rehiring Mrs. Parker for the 2015-2016 school year. She asked me to be patient, stating that it wasn't a good time for the students to lose the secretary, they needed consistency. I told Mrs. Kemery that I felt as though nothing was being addressed or corrected and that when I resigned I would be letting the school board know exactly why. Mrs. Kemery asked me to keep my complaints to myself and to allow her to do *her* job while I did mine. She told me that if I did decide to approach the board she wanted me to provide her with a copy of the letter that I submitted. I did not speak with the board regarding my concerns because I was convinced Mrs. Kemery would act. She did not and I tendered my resignation in May 2015.

Prior to my resignation, I had worked for two years with Mr. Randy Crisler as the school secretary. When I left the school to care for my son I was asked to stay on a few days per month to submit ISEE reports and I did so. Because my work was negatively affected by Mrs. Parker's lack of performance, I was

irritated. Mrs. Parker failed to update attendance, properly track tardy students and students leaving early and record the purchase of lunches for months at a time. When I was asked to fix the lunch errors (this process took weeks as I was entering almost 7 months of students receiving lunches) I found dozens of students that were marked absent that ate lunch. When I looked even closer I found countless occasions where students that left hours before school ended yet they were recorded as attending a full day, and students that arrived just before lunch that were marked present instead of tardy. I repeatedly explained to Mrs. Kemery and Mrs. Parker that recording attendance correctly was critical because it was reflected in my reports that I sent to SDE and the school's FTE. On at least five separate occasions, while auditing student files, I found children that were receiving SPED services at their previous school that were not receiving any services at Monticello. Some students went months without services. There were students without birth certificates in file (that the school was aware of) who were allowed to continue attending school and student files containing other students' birth certificates. I also found copies of social security cards in student records (that I immediately shred). Each time I addressed Mrs. Kemery she turned the conversation back to me, stating Mrs. Parker wasn't properly trained. However, I personally (repeatedly and on an ongoing basis) had trained Mrs. Parker. On more than one occasion I explained to Mrs. Kemery that I could not in good conscience stay in my position if she was going to allow Mrs. Parker to remain at Monticello. Ultimately I tendered my resignation because I could not continue to do my job when I was repeatedly put in a position where I was told to submit incorrect information that would have to be corrected later. I was stuck and no one would listen to my concerns.

Looking over Monticello's board meeting minutes from the August 20, 2015 session, it would appear as though there was also a civil rights suit against the school during the summer of 2015. In March, parents discussed their concerns with student privacy, namely student photos being posted on FB and in advertisements without approval. At least one of the parents was later approached by Mrs. Kemery and told that she needed to recant her statement to the board. In April, the board went into executive session to further discuss release of student photos without permission and yet, if you look at Monticello's *public* Facebook page they were still regularly posting student photos without parent approval through the last day of school 2016.

In addition to what is occurring in their office, with their School Board and with their Special Education department there is also the matter of student retention. At the beginning of the 2015 school year Mrs. Kemery stated to the school board that Mrs. Parker had registered 262 students and that their waiting list was exhausted. However less than 230 students attended school in August. By the end of the 2016 school year there were less than 190 students enrolled in Monticello Montessori. This was not for lack of new enrollment. They were enrolling new students almost monthly, but were unable to retain these students and even students that had been enrolled for multiple previous school years. With school starting in less than a month, the question remains as to where the Junior High classroom will even be located. There is not room within the building its self for another classroom. Administration has spent countless hours over the last three years discussing how make the best use of the rooms they have for the students currently enrolled. The space is small and oddly shaped, making it difficult to repurpose areas for instruction. There is also the matter of having students to *fill* a Junior High classroom, three weeks is not enough time to locate and enroll prospective students. While their current classroom sizes are dwindling, since the beginning of June Monticello has been advertising to parents and staff that they *will* be having a 7<sup>th</sup> and 8<sup>th</sup> grade this school year. Adding a Junior High will not help with their enrollment or retention issues.

Lastly, there is the concern of *who* will be teaching the students. Mrs. Schauerhammer, the SPED Teacher and previously the SPED Director, who was with Monticello since it opened, is no longer employed (as of two weeks ago this position remained vacant.) Mrs. Attebury, the Title I Director and Federal Programs Director who was with the school for 4 years, is no longer employed. This position will not be filled. Ms. Juell, who taught with Monticello since it opened, is no longer employed. Mrs. Andrews, another lower elementary classroom teacher, who has worked as both an aide and teacher since Monticello opened, is no longer employed. Mr. Walker, [REDACTED], was since offered a position as their Junior High teacher; a position that has not yet been approved by the Charter Commission. His previous position and the two lower elementary positions were all offered to Aides without teaching certificates. Mrs. Garner, [REDACTED], is still employed at Monticello. Seth Wellard, who repeatedly broke FERPA law, lied about harming my son, helped Mrs. Kemery write a slanderous letter without authorization to Primary Children's Hospital and failed to follow my son's IEP is still employed with Monticello. Mrs. Kemery, who released my son's confidential medical diagnoses and treatment, who blatantly lied to medical professionals and who admitted to violating FERPA law is still employed with Monticello. Those three acts alone violate the Code of Ethics for Professional Educators principles I, IV and VII.

I truly appreciate your time and consideration of my concerns. I hope that the information provided has given you enough proof and just cause to deny Monticello's request for an addition of 7<sup>th</sup> and 8<sup>th</sup> grades during the 2016-2017 school year.

Sincerely,

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

**SUBJECT**

PCSC Update: Performance Framework Revision Process

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5202A(4)

I.C. §33-5205B

I.C. §33-5209A

**BACKGROUND**

Idaho statute contains a 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 PCSC adopted its current performance framework in August 2013. However, state-level standardized testing and accountability system changes have since resulted in an urgent need to update the framework.

**DISCUSSION**

PCSC staff will provide information regarding the development of the state's new accountability system, as well as ideas and timelines for overhauling the PCSC's performance framework.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.