

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION REGULAR MEETING

October 13, 2016 700 W. Jefferson Street, Boise, Idaho Idaho State Capitol Building, East Wing 41

AGENDA

Thursday, October 13, 2016 - 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.

OPEN FORUM

A. COMMISSION WORK

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

B. CONSIDERATION OF NEW CHARTER PETITIONS

1. Hayden Canyon Charter School

C. CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATE

1. Gem Prep: Pocatello

D. OTHER

1. PCSC Update: Draft Amended Performance Framework & Public Comment

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 August 9, 2016?

COMMISSION ACTION

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

3. Calendar

The PCSC holds regular meetings on the second Thursday of every other month.

The February regular meeting will include renewal considerations for eleven schools, and is therefore scheduled for two days.

COMMISSION ACTION

A motion to approve February 8-9, 2017; April 13, 2017; June 8, 2017; August 10, 2017; October 12, 2017; and December 14, 2017 as the dates and Boise, Idaho as the location for the PCSC's 2017 regularly scheduled meetings.

DRAFT MEETING MINUTES IDAHO PUBLIC CHARTER SCHOOL COMMISSION

August 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 Kelly Murphey Brian Scigliano Wanda Quinn Evan Frasure Sherilynn Bair

Chairman Reed advised the PCSC that Commissioner Bair has been appointed to fill the Commission seat recently vacated by Gayle O'Donahue, whose term ended in May.

Commissioner Bair introduced herself.

Chairman Reed read a letter of resignation submitted by Commissioner Demordaunt. Commissioner Demordaunt was elected into the legislature and is not allowed to serve in both positions.

TAB A: COMMISSION WORK

1. Agenda Review/ Approval

M/S (Quinn/Murphey): To approve the agenda as presented. The motion passed unanimously.

2. Minutes Review/Approval

M/S (Quinn/Scigliano): To approve the minutes from June 9, 2016, as presented. *The motion passed unanimously.*

TAB B: CONSIDERATION OF NEW CHARTER PETITION

1. Gem Prep: Pocatello

Jason Bransford, GPP Director, introduced the charter petition for Gem Prep: Pocatello (GPP). Mr. Bransford summarized the proposed instructional model. GPP will use real time data to track academic data and monitor progression. Mr. Bransford summarized some successes they have already had in their two years since opening. Mr. Bransford explained the school's leadership model and past accomplishments.

Commissioner Quinn inquired about the history of GPP and why it is seeking authorization after opening.

Mr. Bransford explained the school was opened with approval of the White Pine School District, but was later required by the State Board of Education to go back through the correct authorization process. Mr. Bransford also explained that GPP and Idaho Distance Education Academy (IDEA) have the same board. Board meetings are virtual and secure.

Chairman Reed asked how independent learning functions for students in early grades.

Mr. Bransford stated that Independent learning sessions are age scaled. With enough structure and teacher supervision, even the young students can successfully use these self-sufficient programs.

Mr. Bransford summarized GPP's enrollment history. He explained that grant funding from the JKAF allows them to operate through the 2019-2020 school year, when they will achieve a sustainable level of enrollment.

M/S (Quinn/ Evan Frasure): 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.

Commissioner Frasure asked whether the deadline for revisions was reasonable.

PCSC Director Tamara Baysinger stated that the timeline is standard and necessary to meet the statutory deadline for executing the performance certificate.

Mr. Bransford stated that the deadline is very reasonable.

The motion passed unanimously.

TAB C: CONSIDERATION OF PROPOSED CHARTER AMMENDMENTS

1. Monticello Montessori Charter School

Erica Kemery, MMCS Administrator, expressed gratitude to commission staff for support given on updating mission and vision statements. MMCS is seeking approval of charter and performance certificate amendments. The amended mission and vision statements would better reflect actual practice at the school.

Ms. Kemery said the school is also requesting an expansion into grades 7 and 8. She addressed the reasons for confusion regarding different budgets submitted to the SDE and PCSC. The budget info submitted to the charter Commission included projections for both the small middle school cohort and estimates for the future facility expansion project. She said the expansion proposal was submitted at the last minute due to the time needed to include stakeholders in the process. The school believes that offering middle school grades would help them retain upper elementary students.

Ms. Kemery said the school wished to withdraw the facility expansion portion of its amendment proposal at this time. The new middle school class, if approved, could be housed in the current facility. She said the school has resources and personnel to support the middle school, and believes that community interest will be sufficient to ensure adequate enrollment.

Commissioner Quinn asked for staff's perspective on the proposed budget.

Jennifer Barbeau, PCSC Accountability Program Manager, explained inconsistencies between the revenue projections provided to the SDE and PCSC.

Commissioner Scigliano asked staff to explain enrollment reporting inconsistencies.

Kirsten Pochop, PCSC Charter Schools Program Manager, explained that the inconsistencies resulted from the schedule on which enrollment figures are verified by the SDE.

Commissioner Bair inquired whether it is typical for charters to lose substantial enrollment throughout the year.

Director Baysinger said that high in-year attrition is not typical.

Ms. Kemery said that MMCS tends to attract families who don't understand the Montessori model and subsequently withdraw.

Chairman Reed asked whether the school collects exit data.

Ms. Kemery said the main reason for students leaving is parent dissatisfaction with the classroom situation and educational model that focuses on individualization rather than accountability.

Commissioners Bair and Scigliano expressed concern about the lack of adequate, private space for provision of special education services.

M/S (Quinn/Scigliano): 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.

Commissioner Frasure said he is concerned about the families who have expressed interest in the middle school, as well as the attrition of upper elementary students at MMCS due to lack of a middle school option.

Substitute Motion (Frasure): To approve the proposed charter and performance certificate amendments submitted to Monticello Montessori Charter School. *The motion failed for lack of a second.*

The PCSC voted on the original motion. The motion passed 4-1, with Commissioner Frasure dissenting.

M/S (Quinn/Scigliano): 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. *The motion passed unanimously.*

TAB D: PCSC UPDATE: PERFORMACNE FRAMEWORK REVISION PROCESS

Director Baysinger provided a presentation regarding the ongoing development of the state's school accountability system and its likely impacts on the PCSC's adoption of a revised performance framework. She outlined draft performance measures that could be considered for the revised framework.

The PCSC requested that staff refine the draft framework in accordance with the ideas presented, as well as to include potential measures using the MAP assessment to evaluate growth at high schools. The draft will be posted for public comment and reviewed again at the PCSC's regular meeting in October.

SUBJECT

Hayden Canyon Charter New Charter Petition (First Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 Public Charter Schools IDAPA 08.02.04 Rules Governing Public Charter Schools IDAPA 08.03.01 Rules of the Public Charter School Commission

BACKGROUND

Hayden Canyon Charter (HCC) is a proposed, new public charter school to be located in Hayden. The proposed expeditionary learning school would open in Fall 2017 and grow to serve up to 683 students in grades K-8.

An earlier version of HCC's petition, under the name Hayden Canyon School of Expeditionary Learning (HCSEL), was considered by the PCSC in December 2014. During that meeting, HCSEL chose to withdraw the petition before the PCSC took any formal action. Three of the board members from the original group remain on the HCC board. The former HCSEL board president now serves on HCC's advisory board.

In July 2016, the Lakeland SD board referred the HCC petition to the PCSC because district officials were not prepared to be an authorizer and they stated that due to its isolated location, Hayden Canyon would not be a feasible site for an elementary school.

DISCUSSION

HCC's petition has been developed in tandem with a master planned community, whose 610 undeveloped acres were recently annexed into the municipality of Hayden, Idaho. The developer's proposal to the city included the donation of land for a public school. The development will be located on the border between the Lakeland and Coeur d'Alene school districts, with the school site located within the Lakeland School District's borders.

HCC's board is enthusiastic about the establishment of a K-8 expeditionary learning school in the Hayden Canyon development, noting that the community's open space and common resources will be especially conducive to this educational model. Expeditionary learning integrates real-world projects and case studies throughout the curriculum in order to create meaningful, engaging experiences for students of all abilities. The board anticipates that its community, which is near several successful charter schools, will welcome this model as a school of choice.

EL Education, the formal network that supports expeditionary learning schools with professional development and instructional resources, has shifted its focus away from rural schools. They have indicated that although

they will be unable to form a direct support partnership with HCC, the school will have access to various EL Education materials, such as books, videos, and student work samples. However, it is not clear whether HCC will be able to access sufficient expertise and professional development resources to implement a high quality expeditionary learning program.

HCC's primary attendance area is comprised primarily of the Hayden Canyon master planned community. The development has been approved, but is still working to secure full financial backing. Installation of utilities such as sewer and water has not begun. The remainder of HCC's primary attendance area is sparsely populated, so the school will need to attract the majority of its proposed 235 students from outside the primary attendance area. The school does not plan to provide transportation during its early years of operation.

HCC's facility would be built on land donated by the developer to the Institute for Community at Hayden Canyon (IFCHC), a non-profit that would finance, own, and manage the school building and neighboring community center buildings; the school would lease its facility from IFCHC. This facility option appears likely to be viable if the school is able to enroll a sufficient number of students. It is unclear how many lots have been sold in Hayden Canyon, when construction can begin, and whether it is possible for the development's progression to occur at a pace that can support the projected growth rate of the school.

The second facility option involves placing portables in Hayden Canyon. The viability of this proposal hinges on adequate enrollment, as well as timely installation of utilities. The third facility option appears inviable due to cost and size constraints. For this reason, the school's opening may need to be conditioned upon timely completion of construction by IFCHC or at the very least, the completion of utilities and roads so that the second option to place portables on the site can meet health and safety standards.

HCC's startup budget relies entirely on the state's advance payment, which would arrive in early August prior to the school's opening. Both the timing and the amount of this payment are inadequate to cover start-up costs in addition to regular school operations. Additionally, HCC's budget fails to anticipate adequate expenditures in key areas such as curriculum, software licensure, and special education services.

While the petitioners have made improvements to the petition, additional revisions are required in order to meet the established standard to be eligible for approval in accordance with PCSC policy. Several of the concerns identified in the original Petition Evaluation Rubric have not yet been addressed.

IMPACT

If the PCSC approves the petition, HCC 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.

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 HCC 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

Although the Hayden area may well benefit from an expeditionary learning school, the following, significant concerns remain regarding the viability of the HCC petition:

- HCC is intended to serve primarily a master-planned community that is not yet in existence.
- Due to its sparsely populated primary attendance area, combined with lack of student transportation, the school may be unable to enroll enough students to ensure fiscal viability.
- The petitioners appear to lack adequate understanding of school finance and the amount of startup funding required to open a school.
- In the absence of support from the EL Education network, HCC may struggle to implement a high quality expeditionary learning model.

Staff recommends that the PCSC delay a decision and provide HCC with a written response identifying the specific deficiencies in the petition, thus allowing time for further revisions in accordance with PCSC and staff guidance.

If the PCSC wishes to deny the petition, staff recommends that such action be taken at this hearing, rather than extending a delay that would likely result in unnecessary effort on the part of both the petitioners and staff.

October 13, 2016

COMMISSION ACTION

A motion to delay the decision and direct staff to issue to HCC a written response identifying the specific deficiencies in the petition, including:

in these	eady identified on the meeting materials and wing item(s):		
Moved by	Seconded by	Carried Yes	No
OR			
	eny the petition for hearning based on the f	,	
Moved by	Seconded by	Carried Yes	No

Idaho Public Charter School Commission New Petition Board Interview

Petitioning School	Hayden Canyon Charter (HCC)	
Date of Interview	September 8, 2016	
PCSC Staff who Conducted Interview	Tamara Baysinger, PCSC Director	
	Kirsten Pochop, Charter Schools Program Manager	
	Jennifer Barbeau, Accountability Program Manager	
Board Members Interviewed	Vernon Newby, Chairman	
	Jason Ball, Vice Chairman	
	Cynthia Reyburn, Treasurer	
	Sarah Halstead, Member	
	Patrick Jones, Member	
	Chris Noland, Member	

PCSC staff interviewed the six members of the Hayden Canyon Charter (HCC) board of directors. The interview focused on the members' understanding of and capacity to address the unique challenges of opening and operating a public charter school, their conceptions of board member and authorizer roles, the experience, motivation, and capacities they bring to the board, and their level of expertise regarding school finance and business accounting.

HCC's board members represent a wide array of skills and backgrounds, and all express a genuine enthusiasm for the expeditionary learning (EL) educational model, and the proposed school. The group includes a teacher, a retired public utilities coordinator, a mechanical engineer, a business consultant, and an accountant. Several of the board members have served on non-profit and organizational boards in the past and the chairman, Vernon Newby, served on the Coeur d'Alene School District Board as well as the Idaho School Board Association.

The HCC board expressed an understanding of their role in ensuring a high quality charter school, including the importance of hiring competent staff, clear communication, and a commitment to being actively engaged in their positions as stewards of the school. The board also demonstrated a coherent understanding of what constitutes evidence of a successful charter school, explaining how they would employ EL rubrics and portfolio assessments to evaluate student learning.

The board lacked a basic familiarity with the role of the authorizer, describing the authorizer's role primarily as one of assistance rather than oversight. In addition, board members seemed unclear about the distinction between the SDE and the PCSC.

With regard to financial operations of the school, the board expressed a strong belief in the financial viability and student demand for the proposed program. They are currently working on applying for grants to cover start-up costs. However, no pre-opening funds have currently been secured. The board seemed unclear as to the SDE's finding model and timing of payment distribution.

Strengths of the board:

- Enthusiasm for the school and the EL model.
- Commitment to providing educational options for Kootenai County children and families.

Areas of concern:

- Lack of thorough understanding of public school finance and of the necessity of start-up funds in order to pay for the significant costs associated with opening a charter school.
- Lack of understanding of the roles of the SDE and the authorizer.

PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC ADOPTED ON FEBRUARY 13, 2014

Name of school: <u>Hayden Canyon Charter (HCC)</u>		Previous name	: <u>Hayden Canyor</u>	n Charter School, Inc.
File Number: <u>2016-3</u>	Date petition o	riginally submitted to PCSC office: 8/1/2	<u>2016</u>	Date "considered received": 8/9/2016
Date of this revision's submissi	ion: <u>9/14/2016</u>	Date of this review: <u>10/6/2016</u>		
Date(s) of previous review(s) o	of this petition: 8/2	26/2016		
Means by which petition came	e to PCSC:			
☐ Virtual School				
	l District: <u>Lakeland</u>	School District #272		
-				bout the financial and administrative responsibility of d not be a feasible site for an elementary school.)
☐ Filed by petitioner	after withdrawal f	rom school district:		
☐ Transfer of district-	authorized charte	r school:		
☐ SBOE redirected pe	etition for consider	ration by PCSC		

Using the Public Charter School Petition Evaluation Rubric

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

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

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

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ALL ITEMS ARE HYPERLINKED - IN WORD, CONTROL+CLICK TO ACTIVATE

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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.		Not all of the hyperlinks in the table of contents are not working properly. However, we understand that the petitioning group is working on this problem.

Tab 1	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.		See general comments regarding Tab 1 below.		
on 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.			
Vision and Statem	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.			

General Comments regarding Tab 1:

In discussion with the Coeur d'Alene Superintendent, it was indicated that the local school-aged population is growing. However, the majority of that growth is occurring in NW Cd'A and Post Falls, which are significantly outside of the attendance area for HCC. Since HCC does not plan to provide busing in the first year, and the population growth is occurring in another part of town, it is unclear how the school will recruit and retain these students.

Would the school consider expanding its attendance boundaries to include these heavily populated and growing areas? Alternatively, would the school consider a different location closer to the population/growth center?

While we appreciate the inclusion of additional descriptions of the role of the Advisory Board, it is still not clear whether or not the advisors plan to primarily assist at the student level or with the business operations/ stewardship of the school.

Also, the descriptions of the Advisory Board in Tabs 1 and 5 are inconsistent with one another.

Tab 2					
See ID	APA 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.	Expectations for enrollment are quite high, especially in an area that has not yet been developed. Very few PCSC-authorized, K-8 schools (including those in larger metropolitan areas) have reached an enrollment of 680 students. HCC is strongly advised to consider whether this plan is realistic. Please correct all references to the authorizing body, which should be the Idaho Public Charter School Commission, not the State Board of Education.
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.	It appears that the Hayden Canyon development, which has been in the planning stage for about ten years, does not currently have any infrastructure such as road, plumbing, and electrical access. Home construction has not begun, and it is unclear how many lots have been sold. How long will it take to build out the development to the point that its population has the potential to fill the school?

arket	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.	It appears that the school's primary attendance area comprises little residential area beyond the planned community of Hayden Canyon. We strongly recommend that you consider broadening your attendance area, as well as the possibility of locating the school elsewhere, in order to encourage a student body that is representative of the larger demographic and safeguard the school against financial distress associated with low enrollment.
Target Market	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.	While there is demonstrated interest/demand for the school, the vast majority of the interested families listed in the petition are from outside of the primary attendance area. Would the petitioners consider locating the school closer to the existing market? Although the Hayden Canyon development involves a potential facility opportunity, it is not clear that the community will exist in time to fill the new school on its proposed schedule.

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. Administrative services plans	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	not clearly defined.	are weak or unrealistic.	clearly addressed and appropriate for school size.	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.		Please eliminate references to the PCSC having any liability for the obligations of HCC.
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.	

Tab 3	Tab 3						
See ID	See IDAPA 08.03.01.401.05						
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments		
	Description of "educated	Description of "educated	Description of "educated	Description of "educated			
	person" is not included.	person" does not clearly relate	person" clearly relates to	person" is supported by			
<u> </u>		to school's vision, mission,	school's vision, mission, and	research.			
ion		and/or instructional model.	instructional model.				
Educational Philosophy	Explanation of "how learning	Explanation of "how learning	Explanation of "how learning	Explanation of "how learning			
F 등	best occurs" is not included.	best occurs" does not clearly	best occurs" clearly relates to	best occurs" is supported by			
БР		relate to the school's vision,	the school's vision, mission,	research.			
		mission, and/or instructional	and instructional model.				
		model.					
	It is unclear how the	The description of the	The description of the				
	educational program relates	educational program attempts	educational program directly				
	to the vision and mission.	to address its relationship to	relates to and supports the				
		the vision and mission, but	vision and mission.				
		additional development is					
		required.					
	Educational program fails to		Educational program offers a				
	offer a choice currently		choice currently unavailable				
E	unavailable or insufficiently		or insufficiently accessible in				
Educational Program	accessible in the community.		the community.				
Pro	Description of educational	Description of educational	Description of educational	Description of educational			
<u>_</u>	program does not include an	program does not provide a	program includes	program is detailed and			
io	explanation of the	clear picture of the school's	instructional practices and	includes explanations and			
Sati	instructional practices and/or	plan.	curriculum, and illustrates for	examples of the instructional			
Jap	curriculum.		non-educators how the	practices and types of			
ш			school will address	curriculum to be used.			
			academics.				
	Educational program does not	Educational program is	Educational program is	Research-based educational			
	appear to be developed	indicated to be developed	developed around research-	program / elements of			
	around research-based	around research-based	based elements and	program have a record of			
	elements.	elements, but specifics are not	references are provided.	success in other schools,			
		provided.		which will directly assist			
				implementation at the			
				proposed new school.			

	The petition does not address	The petition reflects	The petition reflects a strong	The petition includes a	
	Common Core and/or the	incomplete understanding of	understanding of Common	specific plan and timeline for	
	Idaho State Standards.	Common Core and/or the	Core and the Idaho State	ensuring alignment of the	
		Idaho State Standards. The	Standards. The petition	educational program with	
		petition fails to address how	addresses the means by	Common Core and the Idaho	
		the school will ensure its	which the educational	State Standards.	
		educational program will align	program will align with		
		with Common Core and the	Common Core and the Idaho		
		Idaho State Standards or, if the	State Standards or, if the		
		school is choosing not to align	school is choosing not to align		
		to some or all of the standards,	to some or all of the		
		fails to provide clear, detailed	standards, provides clear,		
		plans regarding how the school	detailed plans regarding how		
		will adequately prepare	the school will adequately		
		students for standardized	prepare students for		
		testing.	standardized testing.		
	Curriculum framework is not	Curriculum framework is	Curriculum framework is		
	provided.	addressed, but incomplete or	clear and aligned with		
		poorly aligned with mission	mission and goals.		
		and goals.			
	Graduation requirements are		If proposed school will offer		N/A
	not adequately addressed.		high school grades, petition		
			states that the school's		
			graduation requirements will		
			align with those of the state.		
	Goals of the educational	Goals are poorly stated, too	Goals convey the overarching	Goals are clearly tied to	The goals should be refined
	program are not included.	vague or not demonstrative of	outcomes of the educational	reliable research and data.	to clarify more specific
		logical outcomes for the	program and reflect high		outcomes related to the
		educational program.	standards for the target		mission and vision of the
			population. Goals can be		school. What, specifically,
			logically connected to the		defines success of HCC?
			school's mission and the		
			MSES stated in Tab 4.		
ds	Methods for addressing	Educational thoroughness	Explanation of the means by		
dar	educational thoroughness	standards are addressed, but	which all educational		
al	standards are not included.	the means by which they will	thoroughness standards will		
ion S Si		be fulfilled is unclear or	be fulfilled includes specific		
Educational Thoroughness Standards	Nasta de ferradans estados	insufficient.	strategies.		
Edu	Methods for addressing	Methods for addressing	Methods for addressing		
rou	educational thoroughness	educational thoroughness	educational thoroughness		
	standards do not reflect	standards inadequately reflect	standards clearly reflect		
	mission and goals.	mission and goals.	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.		
l Eo	Staffing allocations for special education are not addressed.	Staffing allocations for special	Staffing allocations for special		
Scia	education are not addressed.	education appear insufficient.	education appear adequate. Plans consider contracting for		
Spe			particular services if		
			necessary.		
Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is noncompliant.	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.	The dual-enrollment section is not entirely consistent with statute. Please note that public charter schools are not obliged to dually-enroll students who primarily attend other schools, and doing so may be problematic with regard to enrollment caps and funding.

General Comments regarding Tab 3:

It is unclear how HCC will be able to implement a high quality expeditionary learning program in the absence of support from the EL Education network. Typically, it is necessary to hire an experienced EL principal – which can be hard to come by -- and access extensive professional development resources in order to succeed with this model.

Tab 4							
•	See IDAPA 08.03.01.401.06						
		Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments	
		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.			
	Student Educational Standards	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.			
	Measurable Stud	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.	Some of the measurement tools, such as staff-designed rubrics, are vague and may prove difficult to implement.	

	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.		There is a plan to report data to the Office of the State Board of Education (please change this to the State Department of Education) and the authorizer, but it is not clear what HCC will report. (You should state that you will report on your MSES and provide other data as requested). Additionally, please address how the school will make results publicly available to stakeholders. It is not clear to what annual reports the petition is referring. The PCSC publishes annual reports each year about each of its schools; statute requires these reports to be available on schools' websites.
	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.	N/A

	The petition does not	The petition demonstrates	The petition demonstrates	The petition evidences an	
	demonstrate an	limited understanding of the	solid understanding of the	understanding of how data	
0	understanding of state's	state's accountability system.	state's accountability system.	from the state's	
chc	accountability system.			accountability system should	
d S				be interpreted and applied at	
an				the school, classroom, and	
lity				student levels.	
ntability Improve	A plan for how the school will	The plan for how the school	The plan for how the school	The plan includes specific	
크	respond if it is ever identified	will respond if it is identified	will respond if it is ever	steps that will be taken to	
03	as being "in need of	as "in need of improvement"	identified as "in need of	avoid the circumstance of	
Ac	improvement" by the state is	by the state is incomplete or	improvement" by the state is	being "in need of	
	not provided.	has not been customized to	complete and customized to	improvement."	
		the proposed school.	the proposed school.		

Tab 5	Tab 5					
See ID	OAPA 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. The petition does not have a	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. Petition has a reference to an			
	reference to an appendix that includes ethical standards for the members of the board.		appendix that includes ethical standards agreement to be signed by all the members of the board of directors.			
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of "founders' syndrome" and ensuring commitment to the mission and vision are addressed.			
	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.			
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	Please provide more specific detail in this area of evaluation and board training. Who will provide the training, on what schedule, and using what curriculum/training plan?	

	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.	
Ş	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.	
Audits	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.	

Tab 6	Tab 6					
IDAPA	08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments	
	Teacher and administrator	Petition's statement	Petition states that teachers			
	certification is not addressed.	regarding teacher and	and administrators will be			
		administrator certification	certified in accordance with			
		requires editing for clarity or	statute.			
S	Petition does not state that	accuracy. Petition's statement	Petition states that all		N/A due to change in federal	
ion	all teachers will be Highly	regarding HQT requires	teachers will be Highly		statute.	
cat	Qualified.	editing for clarity or accuracy.	Qualified.		statute.	
Qualifications	Criminal background checks	Statement regarding criminal	Petition states that all school	Petition states that all school		
Zne	are not addressed.	background checks is	employees and volunteers in	employees, members of the		
		incomplete.	direct contact with students	board of directors, and		
) ye		·	will undergo criminal	volunteers will undergo		
Employee			background checks.	criminal background checks.		
Επ	There is no plan for	There is a plan for	There is a plan for			
	professional development	professional development	professional development			
	and evaluation of staff is	and evaluation of staff	and evaluation of staff			
	included in the appendices.	included in the appendices,	included in the appendices,			
		but no reference to the plan	and a reference to the plan is			
		is included in Tab 6.	included in Tab 6.		144 II 2000 - 15	
	Health and safety procedures are not addressed.	General health and safety	School climate is designed to	School climate is clearly defined and follows best	While PCSC staff appreciates the additional information	
	are not addressed.	procedures are outlined; however, additional	ensure health and safety of students and staff. Specific	practices or research-based	provided, this section still	
		specificity is required.	procedures are detailed and	methods for creating safe	requires more detail on	
		specificity is required.	address: drugs/alcohol,	schools. Specific procedures	drugs/alcohol, suicide	
			suicide prevention, bullying,	and staff training plans are	prevention and bullying.	
			and disaster preparedness.	detailed.	prevention and bunying.	
Safety			, , , , , , , , , , , , , , , , , , ,		It appears that petitioners	
Safe					believe that these issues will	
<u>ک</u>					not be as prevalent due to	
ar (characteristics unique to the	
Health and					EL program. If that is the	
Ŧ					case, please also cite	
					evidence to this effect from	
					other EL schools.	
	Procedure for contacting	Procedure for contacting	Procedure for contacting			
	parents and law enforcement	parents and law enforcement	parents and law enforcement			
	regarding suspected use of controlled substances is not	regarding suspected use of controlled substances	regarding suspected use of controlled substances is			
	included.					
	mciuaea.	requires editing.	realistic and implementable.			

		Charles dissipline as him faile	Classical	Classes and an all	
	Little or no information and	Student discipline section fails	Classroom management	Classroom management and	
	student discipline is provided.	to clearly describe classroom	philosophy and methods, as	discipline procedures align	
ne		management philosophy and	well as disciplinary protocol,	with the school's mission and	
ildi		methods, as well as	are clearly explained.	vision, and are designed to	
isci		disciplinary protocol.		encourage the development	
				of a positive school culture.	
Student Discipline	Disciplinary procedures,		Disciplinary procedures,		
pn	including suspension,		including suspension,		
St	expulsion, and re-enrollment		expulsion, and re-enrollment		
	are unaddressed or non-		are clear and compliant.		
	compliant.				
	Employee benefits are not	Statement regarding	Petition states that all staff		
s se	addressed or are non-	employee benefits is	members will be covered by		
oye efit	compliant.	incomplete.	PERSI, federal social security,		
Employee Benefits	·		unemployment insurance,		
Err Be			workers compensation, and		
			health insurance.		
	Transfer rights are not	Statement regarding transfer	Petition clearly addresses the		
S	addressed or are non-	rights is incomplete.	transfer rights of charter		
atu	compliant.	- Green and a second	school employees.		
Status			Some of comprey cost		
e e					
Employee	Collective bargaining is not		Petition states that staff will		
ldι	addressed or non-compliant.		be a separate unit for		
En			purposes of collective		
			bargaining.		
	Teacher and administrator	Petition's statement	Petition states that teacher		N/A due to changes in Idaho
e e	contracts are not addressed.	regarding teacher and	and administrators will be on		statute.
) act		administrator contracts	signed contracts in a form		
plc		requires editing for clarity or	approved by the state		
Employee Contracts		accuracy.	superintendent of public		
		decardey.	instruction.		
			matruction.		

Tab 7					
See II	DAPA 08.03.01.401.09				
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
	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.		
Admissions Procedures	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.	The growth plan appears unrealistic for a community of this size. This is exacerbated by the fact that the Hayden Canyon community does not yet exist, and is unlikely to be fully built and occupied on a schedule commiserate with the school's proposed growth.
ssic	Admissions procedures are		Admissions procedures,		
<u>=</u>	incomplete or non-compliant.		including timelines, are		
Ac			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.)	Please include the list of admission preference groups for the first year of operation. They are slightly different from the statutory preferences allowed in subsequent years.

	If petition is for a traditional public school applying to	If petition is for a traditional public school applying to	If petition is for a traditional public school applying to		Not applicable.
ıtives	convert to a charter school:	convert to a charter school:	convert to a charter school:		
Alternatives	Public school alternatives are not addressed.	Public school alternatives are provided, but list is	Public school alternatives are provided and include other		
		incomplete.	charter schools (if applicable) and virtual charter schools.		
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	Please provide more details on how you plan to notify hard-to-reach populations. For example, what specific outreach methods will you employ to ensure Spanish-speaking and low income populations' access?
Enrollr	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.		

See IDAPA 08.03.01.401.10							
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments		
Plan: tion	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.				
Business Plan: Description	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.				
Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.			
	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	The petition does not include strategies that are specifical geared toward underserved populations (non-English speaking, low income, specieducation, etc.) Although these populations are relatively small in the area, ir remains important to ensure that they are aware of enrollment opportunities.		
Busin					The 4-day school week structure may be particular difficult for low-income, tw parent working families, an single-parent families to incorporate into their schedules. Does HCC anticipate that this issue wi impact the ability of such families to participate in the school program?		

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	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	
Bus			copy of the proposed contract is included in the appendix.		
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.	
Bu	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.	

Transportation	No plan for the provision of student transportation is in place. Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Plan is to add student transportation in future years, but the service will not be offered immediately. Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Clear, documented plan is in place to offer student transportation. Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	Transportation will not be available in the initial year; however, HCC will consider adding transportation in future years. The petitioners should note that statute requires the provision of student transportation where practicable. Also, it may be difficult to enroll a sufficient number of students, particularly during the school's early years, if transportation is not provided to a student body residing primarily outside the attendance area. Another financial impact to consider is that the state does not reimburse for transportation of students residing outside the primary attendance area. Tab 8 does not address the potential impact on students/families who are not within walking distance (or how challenges may be mitigated during the time that the school is not providing transportation). This is particularly important given
Nutritio n	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.	that, during the school's early years, much of the Hayden Canyon development will not yet be in existence.

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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Tab 9 is not applicable; HCC is not a virtual school.

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
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.	While HCC has demonstrated community partnership interest in the school and community center to be developed subsequently, the relationship between HCC and Institute for Community (IFC) remains unclear. Will HCC have any responsibility for securing the community relationships? (The petition indicates that IFC will form partnerships with the YMCA and others?) What is the financial cost of the IFC relationship?
Business Arran	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Rationale requires further development.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	N/A

	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	N/A
	School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.	School board apparently retains oversight and control, but no plan is in place for evaluating the management company.	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.	Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.	
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:		If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:		N/A
	Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.		Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.		
Termination	Termination plan fails to specify individuals responsible for tasks associated with dissolution.	Termination plan relies on employees for the completion of tasks associated with dissolution.	Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.		After dissolution, staff cannot not be held responsible for tasks associated with the dissolution of the school because they will not be on the payroll of an entity that no longer exists. Although the early part of the closure process may be assisted by staff, duties will persist beyond the actual dissolution stage.
	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.		Please cite charter school statute regarding disposal of assets: <i>I.C. 33-5212(2)</i> .

	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).	On page 86, the section regarding payment of creditors should reference applicable provisions of charter school statute.
	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.	N/A
Additic	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.	N/A

RETURN TO TABLE OF CONTENTS

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
	Articles of Incorporation are	Signed Articles of	Signed Articles of	It is clear that the petitioners	In Article V, the reference to I.C.
	not included, or are included	Incorporation are included	Incorporation, including any	understand the nature and	30-3-80 is incorrect. The code
	but unsigned.	but require revision.	amendments thereto, are	purpose of the Articles.	was repealed in 2015. Please
			included as an appendix to		correct the reference. Also in
S _A			the petition.		Article V, we recommend
Bylaws					incorporating I.C. 33-5204A,
					which addresses the applicability
∞ ⊏					of professional codes and
읉					standards for boards and
Incorporation					employees.
orp					
<u> </u>					Please revise Article VI, Section C
les les					to be consistent with I.C. 33-
Articles					5212.
A: A					
٩					In Article VIII, there is an
					incorrect code reference to I.C.
					30-3-63. This code no longer
					exists. Please update the
					citation.

	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	Please edit the bylaws for typos.
	are included but unsigned.	but require revision.	ап аррепих со спе ресцион.	purpose of the Bylaws.	In Section II, please include reference to all open meetings laws including IC 72-201 through 72-208. 74-202, contains only the definitions of Open Meeting Laws. Also in in Section II, regarding notice periods, rewrite this section to comply with all of IC 72-204. In Section VI, the citation to 30-30-609 is incorrect. 30-30-609 refers to removal of a director by the person who appointed him/her. The bylaws are attempting to address board member resignation.
	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.		Please keep in mind that, after charter approval, the Bylaws may only be amended with approval of the PCSC, as the bylaws are considered part of the charter.
B: Elector	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.	
	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.	Please include references for all Board members.
D: Board Resumes &	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.	
D:	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	Ethical standards to which the	Appendices include an	
members of the board of	petition refers are vague or	appropriately detailed ethical	
directors are not addressed.	inadequate.	standards agreement to be	
		signed by all the members of	
		the board of directors.	

				 ,
	Contracts, leases, agreements	Documents demonstrating	Contracts, leases,	It appears from the petition and
	or other documents	relationships described in Tab	agreements, and other	the appendices that the success
	demonstrating relationships	10 (and other sections of the	documents demonstrating	of the school is dependent upon
	described in Tab 10 (and	petition) are included in the	relationships are included in	the success of the community
	other sections of the petition)	appendices but are vague or	the appendices. Documents	center and vice versa. The PCSC
	are not included in the	incomplete.	are well-organized, clear, and	is not in a position to evaluate
	appendices.		adequate to demonstrate the	the likelihood of a successful
			relationships described in Tab	community center. While we
			10 (and other sections of the	certainly appreciate the merits
			petition).	of such partnerships, the
				petition needs to make clear
				how the school would be able to
				serve children, separate from
				the community center (which is
				not currently in existence) in
ıts				case this primary facility plan
Agreements				does not succeed. It appears
en				that, in the absence of the
gre				community center, the school
₹				would need to find other ways
S S				to provide certain facilities and
ase				resources.
Contracts, Leases &				
ts,				The petitioners may wish to
gc				consider requesting language in
l E				the lease that would release
				them from obligation in the
نن				event that the school's charter
				were to be non-renewed after
				the initial 3-year term.
				We strongly recommend that
				the HCC board obtain the
				services of an independent
				attorney to review the draft
				facility contract.
				From several of the letters of
				support from day care centers,
				the YMCA, etc. it appears that
				these representatives may
				believe that children in these
				programs will automatically gain

					acceptance into HCC. Please be aware that all potential students must go through the enrollment lottery, following only the statutory-permitted admissions preferences. In the lease agreement with IFC, PCSC staff recommends including a non-appropriations clause.
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract is incomplete or absent.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract is unclear, or costs appear unreasonable by comparison to services provided.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		N/A
F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided.	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.	

	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,		PCSC staff is greatly concerned that HCC does not have an understanding of the expenses involved with opening a school. The pre-opening budget is insufficient. It is unreasonable to expect an advance payment from the SDE to provide adequate start-up
G: Pre-Opening / Start-up Budget			etc. Revenues and expenditures are supported by documentation.		funds for HCC. The advance payment, which is received in August, will not provide adequate time to prepare for the school's FY17 opening. Additionally, SDE funds are typically sufficient to cover only ongoing operations, as opposed to one-time startup costs, which are extensive. The financial summary is missing from the pre-opening budget template.
	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.	The pre-opening budget appears inadequate to support the school and its mission. Reliance on "freeware", the public library, and U of I peer reviewed journals for curriculum materials and educational resources is valuable as a supplement, but it is unrealistic to expect them to eliminate curriculum expenses.

	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 curriculum budget appears inadequate for a school of 200+ students. In addition, no budget for software programs or licenses is provided to support the technology to be purchased. The SPED contracting service budget is insufficient. 92% of PCSC portfolio schools incur SPED expenses at least double the amount budgeted by HCC. The accounting budget projections are low by
H: 3-year Operating Budgets					comparison to other PCSC portfolio schools. This does not necessarily mean it is insufficient, but the petitioners should consider it carefully. Additionally, accounting/payroll expenses should not be included in educational program costs. There is no draft lease agreement/rates provided to confirm the budgeted facility lease amount.
	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.		Growth projections are based on the anticipation of the development of the planned community, as well as the second phase of the school building/community center. At this time, ground has not been broken on any of these properties. It is unclear whether/how many lots have been sold, and when the development should be complete and occupied. When will water, electric, sewer, etc. be in place?

	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.	A mentioned above, the curriculum budget appears inadequate to support the educational program.
l: 1 st year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		
J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land. Reasonable, well-supported backup options are also included.	USDA loans of this type are awarded in conjunction with local lenders. Has HCC or IFC been in contact with a lender regarding approval for the school's construction? If so, please provide documentation. Option # 2 calls for locating portable classrooms at the site of the future school. However, currently there are no sewer/water/ or electrical services available in Hayden Canyon. Please provide a timeline (and documentation of its feasibility) for the utilities installation. Option #3 appears to be unfeasible because of financial constraints due to high rent and lack of adequate space for a 200+ student body.
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		

	Timelines for facility completion are absent or unreasonable. Petition does not	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable. Petition partially	Reasonable and appropriate timelines for completion of all facility options are provided. Petition demonstrates that	Contingency plans are provided for use in the event that facility preparation timelines cannot be met. Certificates to verify	PCSC staff is concerned that Option #1 may not be ready for a 2017-18 school year opening. Please provide a schedule of construction for Option # 1. Due to lack of utilities at the site
	demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	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.	the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	of facility option #2, it is unclear whether the portables would be able to comply health and safety laws. It is unclear whether option #3 is ADA compliant.
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.		While the pre-opening timeline shows improvement, it lacks key details and descriptions of activities related to marketing, lottery, and facility.
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.	It takes considerable planning and expertise to successfully fill a weekly professional development program. How will school leaders ensure that every Friday is useful for teachers (in terms of professional development, not simply prep time)? Consider eliminating some of the EL and galileo.org assessment and instructional information. This detailed material is not necessary for the charter petition. Furthermore, if granted a charter, any changes to the appendices would require a charter amendment.

	Plans for teacher and administrator evaluations are	Plans for teacher and administrator evaluations are	Petition includes clear process for evaluating teacher and	Plans for working with underperforming	
	not included or are non-	vague or insufficient.	administrator effectiveness	teachers/administrator(s)	
	compliant.		and using results to improve	are included.	
	·		student outcomes.		
	Petitioners have not engaged	Past and planned outreach	Outreach activities designed		
_	in significant outreach	activities may not be	to reach a broad audience		
ach	activity.	adequate to ensure	have resulted in documented		
re? itie	,	community interest and	enrollment interest and		
: Outreach Activities		involvement.	community involvement with		
0:0 Ac			school development. Planned		
O			outreach is specific and		
			ongoing.		
_	A list of interested families is	A list of interested families is	A list of interested families is	The list of interested families	
P: Interested Family List	not included in the	included in the appendices	included in the appendices	is well organized and	
	appendices.	but does not demonstrate an	and demonstrates an	detailed, and includes a	
nte mil		adequate level of market	adequate level of market	number of potential students	
7: Ir Fa		interest based on the school's	interest based on the school's	that <i>far</i> exceeds the school's	
_		stated enrollment targets.	stated enrollment targets.	stated enrollment targets.	
t k	Draft student handbook is not	Draft student handbook is	Complete, draft student		
der	provided.	incomplete or has not been	handbook is tailored to the		
ဩ: Student Handbook		tailored to the school.	school.		
Q: Student Handbook					
			A 1: 1		
es	Appendices are poorly		Appendices are logically		
er dic	organized or lacking critical		organized and include all		
Other	information.		critical information without		
da'			providing unnecessary or		
A			redundant materials.		

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The appendices need to be electronically bookmarked for ease of navigation.

It is not necessary to include the previous version of this PER in the appendices.

	ral Quality Indicators indicators apply throughout t	he netition and the netitioning	nrocess					
THESE	Does Not Meet – 0							
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have advance approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.				
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff. Petitioners attempt to rely on oral assurances in place of written revisions. Some petition revisions are made without the use of legislative formatting.	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. 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 reordered but not changed.)		In both the petition and the appendices, some changes were not marked using legislative formatting. It is very important to meet this requirement in order to ensure thorough review of the documents.			
Professionalism	Petition contains many typographical errors and/or formatting inconsistencies. Quality of writing is poor and requires extensive editing.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies. Writing requires editing for clarity, consistency, and/or grammatical errors.	Petition contains very few typographical errors and/or formatting inconsistencies. Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Petition is free of typographical errors and/or formatting inconsistencies. Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.				

	Petition is poorly organized	Petition is reasonably	Petition is well-organized and	
	and/or contains numerous	organized and contains few	references to other	
	reference errors.	reference errors.		
	reference errors.	reference errors.	documents, sections, and	
			appendices are accurate. The	
			document includes sufficient electronic "bookmarks" for	
	<u> </u>	5	ease of navigation.	
	Petition contains text	Petition contains sections of	Petition does not rely on text	
	obviously taken from other	"boilerplate" text that have	taken from other documents,	
	documents and not reviewed	not been customized to suit	except as is appropriate for	
	or customized.	the school.	replication of proven models.	
			Any "boilerplate" sections	
			have clearly been reviewed	
			and customized as necessary.	
	Petitioners did not		Petitioners communicated	
	communicate with the SDE or		appropriately and	
on	PCSC regarding questions,		professionally communication	
ati	updates, or issues in the		with the SDE and PCSC.	
Communication	petitioning process.		Petitioners sought out	
nπ			assistance from the SDE and	
Ē			PCSC when needed and kept	
ပိ			the PCSC updated during the	
			petitioning process regarding	
			any issues / changes.	
	Petition format is not	Petition format is mostly	Petition format is consistent	
	consistent with IDAPA	consistent with IDAPA	with IDAPA 08.03.01.400.	
မ	08.03.01.400.	08.03.01.400.		
Compliance				
pli	Petitioners did not follow the		Petitioners followed all	
mc	petitioning process as		appropriate steps of the	
Ö	outlined in ID §33-52 and		petitioning process as	
	PCSC policy.		outlined in ID §33-52 and	
			PCSC policy.	

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HAYDEN CANYON CHARTER

An Expeditionary School of Arts and Sciences

Grade Levels: K - 8
Year Opening: 2017
School Location: City of Hayden in the
Lakeland School District
Additional Impacted School District:

Coeur d' Alene School District

Submission Date: July 29, September 13, 2016 Contact Person:

Vernon L. Newby, Board President 12022 N Forest Rd Hayden ID 83835 208.929.1140

vernonnewbyhcc@gmail.com

Non Discrimination Statement:

Hayden Canyon Charter 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, Vision, Mission, Legislative Intent

Executive Summary

School Concept

Hayden Canyon Charter School, Inc. is a non-profit educational corporation doing business as Hayden Canyon Charter An Expeditionary School of Arts & Sciences (HCC). The proposed location is within the 610 acre master planned community of Hayden Canyon in the City of Hayden, in Kootenai County, Idaho. The developers of the community set aside 250 acres of donated land as natural open space providing an ideal authentic learning environment, including a seasonal waterfall flowing into a large pond, and two streams. The donated site for the school has been contractually obligated in Hayden Canyon's master development agreement with the City of Hayden. This is in response to the realization that as growth in the NW corner of Coeur d'Alene and the SE corner of Rathdrum city limits continues, it is in the best interest of the community to be prepared and proactive in providing schools. Although the site is in the Lakeland School District it lies close to the northwest boundary of the Coeur d' Alene School District within the rapidly growing City of Hayden, whose population has increased 54% over the last 15 years, an annual average of 3.6% (U.S. Census Bureau) A charter school of choice offers more regional opportunities for parents seeking alternatives to traditional models. HCC will serve grades K-8, opening with grades K-6 in the Fall of 2017, and expanding to include grades seven and eight the following year. The site is within the Lakeland School District.

Hayden Canyon Charter is focused on elevating student achievement and engagement through project based and investigative learning that tackles real-world challenges, develops servant-leader character, and habits of mind for inquiry, creative, critical, and innovative thinking. HCC embraces a holistic approach to learning that harnesses the creative catalyst within the arts and humanities, with the process of discovery in the sciences, igniting the spark that fuels student engagement and investment in lifelong learning. This passion and engagement create student motivation in building a cadre of success skills and characteristics for achievement and fulfillment in life and work, and an ethic of excellence in the quality of work they create.

In 2010 Maltese and Tai published findings analyzing a group of Nobel Laureates and PhD's in physics and chemistry, studying the timing and reason for each individual's decision to pursue a particular field of study. Over 65% credited a catalyst experience prior to middle school for igniting their passion to pursue their life's work. (Maltese, A. and Tai, R., 2010) These experiences ranged from experiments and projects done in class, to museum visits and extracurricular clubs. When parents interested in HCC are asked to describe their favorite memories from school, many reflect on experiences that include a project or investigation where the process was hands-on, personally relevant, highly engaging and resulted in a feeling of pride, enthusiasm, and even awe at the outcome. Most parents tell these stories with passion and exuberance. These parents are seeking an education model for their children that not only offers these exploratory experiences, but ties them to real-world challenges, engages them in authentic research and applied competencies in a manner congruent with the work being done at professional levels in all disciplines.

From this desire to engage students at an early age in meaningful and relevant learning experiences, to increase the likelihood of catalyst moments, and form the habits of mind they will need for success, In researching the best possible educational approach, the HCC founders determined that a school founded built on the principles and best practices of expeditionary learning would be the best fit for many reasons. These principles emphasize character and relationship building, project-based learning, reading and writing across the disciplines, inquiry-based science, math and social studies, and learning in and through the arts.

The school is intended framed upon the protocols established by EL Education, designed to provide active, engaging, and rigorous learning in a collaborative, hands-on, project-based learning environment where children love to learn. As indicated in the letter from EL Education in Appendix E, although HCC will not be in EL Education's official network due to limited personnel availability, they have granted permission for HCC to utilize their abundant available resources that are open source and invited HCC staff to attend their various professional development conferences. They have also confirmed directly it is acceptable for HCC to utilize the phrase "expeditionary learning" as long as it is non-proprietary, which is where the two words are used together they must begin with lower-case letters. Besides using the term "expeditionary learning", "Expeditionary School" in HCC's sub-title is also acceptable and not an infringement of copyright law. The school also encompasses the best practices outlined for project-based learning by the Buck Institute, and those designed to facilitate hands-on investigative inquiry in the sciences, engineering and innovation processes. (Buck Institute, 2015)

The core academic curriculum will <u>align with the Idaho State standards and include language arts,</u> mathematics, science, social studies, <u>and health and wellness, with special emphasis on the arts and arts education.</u> Taught in thematic arcs emphasizing student driven projects, The curriculum reflects HCC's unique mission, environmental context, and community opportunities. In addition to the core subjects outlined above, HCC may will include enrichment and learning expeditions in the following encompassing areas of the arts, innovation and sciences <u>such as performing and fine arts, including music and film-making; technology use, coding, and design; environmental sciences such as forestry, hydrology, elimatology, wildlife management and sustainable local agriculture; energy technologies; engineering solutions; aviation science; wellness and fitness; recreation, especially related to the outdoors; and introduction to basic business and entrepreneurial skills.</u>

Expeditions, investigations and projects are designed to have a positive and tangible impact on the community at large, as much as on the school-wide community, and service learning is emphasized within every grade level. Further community engagement is fostered through partnerships with professional experts in all fields and disciplines relevant to the curriculum. The unique structure of the school allows for professional partnering with university faculty, and experts from agencies, government, corporations, business, industry, and the arts. Teamwork, innovation, creativity, critical thinking and real world application will be fostered. HCC will provide opportunities for students to explore and discover their unique interests, gifts and abilities, beginning at an early age, and develop a life-long love of learning.

Definition of Success

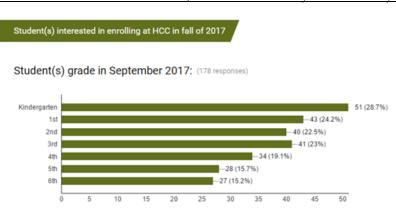
HCC defines success as "engaged students who become self-motivated learners, equipped to achieve proficiency or mastery in all academic targets, with the characteristics that foster continued growth, innovative thinking, and holistic problem solving, preparing them for future success in life and work." In the process, teachers continually provide students with the tools they need to be academically successful and prepare them to solve real life problems beyond the classroom. Students and adults affiliated with HCC maintain high expectations of quality work and exemplary citizenship, focused on student achievement and continual improvement with curriculum projects and activities aligned to the school's vision. The core values of the HCC community are informed by those representative of EL Education's model, and include commitment to (1) primacy of self-discovery; (2) creating learning situations that result in impactful ideas; (3) responsibility for learning as a personal process of discovery and social activity; (4) empathy and caring; 5) opportunities to learn from challenges and persevere to successful outcomes; 6) collaboration and competition, as students are encouraged to compete against their own personal best, not each other, galvanized to growth by the collaborative process and feedback from others; (7) diversity and inclusion due to heterogeneous and multi-age classroom grouping; (8) a direct and respectful relationship with the natural world; (9) solitude, a time to explore thoughts and reflect with other students and adults; (10) service to others and compassion. The success of the model is measured through data collection to include grade

level formative and summative assessments, standardized measures, portfolios, student projects presented in written and alternative formats, and parent and teacher evaluations, among other methodologies.

Community Need and Interest

The community of Kootenai County has voiced a need for an alternative educational approach as evidenced by participation in HCC expeditionary education workshops, public statements and written feedback. Currently there are over 260 interested students within the primary and secondary zones. Upon the increase of focused outreach in April, the number of interested students grew by over 100% in the course of 6 weeks, from 90 to over 180. When asked on HCC's online Family Interest Survey, "What appeals to you and your student about HCC and the expeditionary model," 86% of respondents selected "HCC's project based learning model with hands-on investigative approach." Further, 84% of respondents also selected "Real world problem solving using applied math, communication, literacy and science," while 70% of parents also selected "HCC's learning model that encompasses the arts and sciences."

Figure 1. Interested Student Grade Level Distribution (retrieved from Family Interest Survey data, 9/1/16)



The goal of alternative educational choices has also been clearly delineated in the area regional planning effort entitled CDA 2030. Even though the site is within the Lakeland School District, most of the closest schools are in the Coeur d'Alene District and their enrollment is at or beyond capacity currently. The Coeur d'Alene district has chosen to develop a magnet school model in many of its schools, which necessitates families who cross district zones to provide transport of students to the desired magnet, once the student has been accepted. Many of the magnet schools have wait lists for each grade, and currently the district is seeking effective solutions to overcrowding, based on growth outpacing the district's capacity to build new schools. In addition, The nearest K-8 charter, located in Rathdrum, has a wait list of over 300 students, making a pressing case for the desire of parents to have choices in education models. The middle school at Coeur d'Alene Charter Academy also has a significant wait list. HCC will is positioned to help alleviate this overcrowding, as well as providing a desired alternative educational program.

Parents are seeking models of proven excellence and innovative practice to prepare their students for success in an ever changing world. Hayden Canyon Charter is responsive to this need in providing opportunities for all families to access a highly successful and proven project-based education model that takes advantage of the incredible capabilities for outdoor education and exploration accessible in North Idaho and specifically within the Hayden Canyon Charter site. To increase the likelihood that a diverse demographic of students can be served at HCC, every effort is being made to advertise and engage in outreach in areas of lower income and underserved populations. Many of the cities within the districts have significant percentages of students who qualify for Free and Reduced Lunch, with Rathdrum school, John Brown Elementary at over 80%.

Therefore it is in HCC's strategic plan to help reduce strain on families, desiring such an education for their student, but who may be challenged by transportation, providing meals, or having a safe place for their student before and after school. HCC has drafted several options for busing as soon as it is practicable as early as year two, and has several options outlined for providing sack lunch options prior to the completion of the warming kitchen in phase two of the building plan. Also, with a four day school week plan, the online survey has asked parents to select options that would serve their families best in before and after school as well as Friday childcare opportunities on-site. The program, known as Before and After School Enrichment (BASE), was piloted successfully by the Lakeland School District. Trained professionals provide care and academic enrichment opportunities at school from 6 am to the start of school, after school until 6 pm, and all day from 6am-6pm on non-school days, such as Fridays at HCC, and some holidays. Sack meals and snacks are provided by a government funded program facilitated through Chartwells. Cost for BASE is minimal compared to comparable childcare at private facilities.

Motivation and Collective Qualification of Petitioning Group

The Hayden Canyon Charter founders, a dedicated group of forward thinking parents, educators and business experts, sought to establish the most innovative, creative, and inspiring educational alternative for students and their families possible. The Eexpeditionary Llearning model provided overwhelming evidence of success in developing student growth in every area HCC founders sought to include in the school's model. Therefore, EL Education's protocols and practices form the foundation of the school's education program, with best practices in project based learning gleaned from the Buck Institute, and STEM learning tools from the Smithsonian Science Education office, and National Academies' research.

HCC's founders represent significant depth and diversity of expertise. Current members of the HCC Board of Directors include: a former 20 + year member of the Coeur d Alene School District Board and past president of the ISBA; a business technology consultant and marketing professional with extensive community service and non-profit organization experience; an accounting, finance and business expert; a banking professional, former music teacher and youth worker; a former Boeing engineer & Microsoft compliance analyst; a National Board Certified teacher and professional musician; and an educator with an Ma. Ed who is experienced as a program director, professional development educator with NNU, and STEM education mentor.

HCC is privileged to have s deeply committed and participatory Advisory Board, encompassing professionals from university, agency, industry, business and the arts. HCC is the first proposed or existing charter to embrace partnerships within the community at this level, and particularly with the University of Idaho and North Idaho College. Although University and College faculty reached out to regional charters to encourage partnering, the response was non-committal, indifferent and even resistant. One of the main tenets of expeditionary learning is the partnering of students and teachers with experts in many disciplines for the authenticity they bring to research, feedback and critique, and for the pathways they represent to the myriad of varied and fascinating professions that exist. We are honored to have established and to continue creating these community and professional partnerships with individuals of the highest caliber.

Members of the HCC Board of Advisors include: the Associate VP & Center Executive Officer of University of Idaho's North Idaho campus; a prominent local business CEO and member of North Idaho College's Board of Trustees; a general contractor with extensive school construction experience; an owner/operator of a highly respected local early learning center; the local Head Start Director; the director of the Northwest Academy of Music; a former college professor and special education consultant with over 30 years of experience; a print publication manager, licensed counselor, and active in several local initiatives supporting education; and the Director of the Northwest Academy of Music; and an Aarchitect.

All the members of the Board of Advisors are very supportive of HCC and high quality educational choice in the community and their role is to provide strategic advice and resources related to their respective areas of expertise. Appendix E contains the resumes of the members of both HCC boards and includes a letter from Glen Lanker in response to questions regarding how and why the vision for a school in Hayden Canyon Glen is an architect who has been involved in the planning of the Hayden Canyon neighborhood and has supported the school from its inception.

Vision

Hayden Canyon Charter's Vision Statement:

"Elevating student achievement, purpose, and character through engagement in the arts and sciences."

Hayden Canyon Charter envisions self-motivated, passionate students who are life-long learners, realizing their potential through an educational approach which encourages a growth mindset and offers a rich variety of hands on learning experiences. These daily experiences focus on cultivating mastery of knowledge and skills, depth of character, the production of quality work, and the continual development of 21st Century skills and abilities. In a dynamic learning environment, built on a culture of respect, collaboration, safety and service, HCC students actively engage in creative and innovative, real world problem solving, shaping leadership skills grounded in balanced thinking, ethical choices, compassion and encouragement.

Mission

Achieve breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning – utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.

Legislative Intent

Hayden Canyon Charter will fulfill the following items of legislative intent for charter schools:

1. HCC will improve student learning by engaging students in hands-on investigative inquiry and project based learning that incorporates a multiple disciplinary integrated approach within expeditionary units and thematic arcs. Students will experience first-hand the applied utility of English Language Arts across the disciplines through written and oral communication using a variety of media and platforms, reading for information using primary documents, close reading, and literary analysis. Students will utilize math as the language of science and engineering throughout investigations, field work, science processing and engineering solutions, as well as economic analysis in social studies.

Emphasis will be placed on outdoor education opportunities, utilizing the 200+ acre preserved natural areas to maximize place-based learning and student investment in tackling real-world challenges. Outdoor classroom space, community and classroom gardens, and exploratory gardens will enhance student well-being, curiosity and growth through healthy activity and practices. Students will be given opportunities to create and experiment in maker-spaces set up in classrooms or in coordination with the community center and university partners, in order to promote innovative thinking and the opportunity to build resilience through trial and error.

2. In order to increase learning opportunities for all students, including special emphasis on expanded learning experiences for students, HCC begins with a philosophy that each student succeeds when all students succeed. "We are all crew, not just passengers." With a climate and culture of mutual support for each other, competition is not among students but within each student to produce work where each iteration is better than the last, each assessment is better produced or thought through, daily work continues to improve, and growth mindset is a habit. This by no means results in higher capacity students waiting on students with greater challenges, but rather that every student is allowed to work within their capacity, in a tiered learning model that results in each student reaching or exceeding the learning targets for their grade level in each discipline.

Students collaborate to offer assistance to each other in constructing understandings; blended learning multi-age classrooms allows students to learn at their own pace with tiered learning strategies among multi-age groups with online resources structured to meet each students pace and learning style; teachers work with small group and individuals to strategically scaffold student understanding, meeting them where they are and using best practice strategies to guide student thinking and learning. Students are assessed using a variety of methods including rubrics with clear success criteria that foster growth along a continuum of learning from beginning through mastery, as well as exceptionality/exemplary for those who are achieving at the highest levels. All students are supported throughout the immersive, inclusive and tiered learning process to reach proficiency or beyond in all standards based targets and objectives.

Hands-on, inquiry based investigative learning, and project based learning have been shown to effectively engage students of every learning capacity and increase opportunities for deeper learning and higher order thinking in every student. (NRC, 2014; NRC 2012; Minstrell, J., and van Zee, E.H., 2000; Berger, 2003) This learning process coupled with strategic and tiered, direct and/or guided instruction and assessment modes, clear success criteria for meeting objectives, multiple opportunities for drafting work and earning successful outcomes on assessments, combined with the support of crew and crew leaders, ensures every student has an equal opportunity at achieving their highest capacity of success. (Hattie, 2008; EL Education, January, 2016; Fullan, 2011)

Tiered/differentiated learning and assessment includes opportunities for even deeper learning and enrichment among the gifted and talented students identified at the school. The philosophy is not to add to any students workload but to make the learning the most meaningful at their cognitive capacity, within the thematic arc or expedition.

3. Expeditionary learning protocols clearly structure teacher engagement with students as facilitators of student-driven learning. Learning is co-designed by teachers and students, as teachers share the topics for unit expeditions, allow students to pose questions surrounding the topic, develop an understanding of student curiosity and desired learning, and guide the inquiry learning so that although student-driven, multi-disciplinary and 21st century skills targets are met through each project, investigation, and expedition. Students and teachers co-create the rubrics with success criteria for meeting proficiency targets and desired outcomes, resulting in student clarity and investment in expectations. This is the initiation of student-engaged assessment. (EL Education, March, 2016) This continues with student self-assessment using the rubric, peer review and

feedback, and teacher feedback, all in line with the success criteria. Affording This process affords students the opportunity for growth within each expedition until proficiency, mastery or exceptionality/exemplary levels are reached. Students are held accountable to reach proficiency levels for each target, with scaffolding and support from teachers, staff and peers in their crew. Many rubrics are multi-disciplinary, integrating CC ELA targets with discipline specific understandings and applications such as science, math and social studies, 21st century skills growth objectives, scholarly habits, and quality of work expectations. Most projects and expeditions will produce final products for public presentation or presentation to experts, holding students accountable to and invested in higher standards of excellence. (EL Education, January, 2016)

Fieldwork is an essential part of the learning process for most expeditions. Whether measuring water quality at local streams and lakes, interviewing great-grandparents from the "Greatest Generation" to compare the Great Depression with the Great Recession, or comparing weather patterns using classroom rain gauges and local weather data recorded by the Bureau of Reclamation in the Rathdrum plain, students engage with real-world issues and develop deeper understandings when collaborating with experts in the field. University of Idaho has committed to partnering with the HCC to facilitate faculty visits during field work, and for web-conferencing to increase student understandings of their findings, as well as opportunities to present final work. The education office at the Smithsonian Environmental Research Center has also agreed to coordinate communication between scientists on-site and students in our classrooms via web-conferencing, email and blogging. Bringing in professional experts bridges the gap between K-12 classrooms, university, agencies, institutions, commerce and industry, expanding and enriching the learning for all students as well as teachers, and exposing students to the plethora of professional fields and pathways of entry into those fields.

- 4. On-line content will augment HCC's expeditionary educational setting and be integrated into thematic arcs. While the emphasis at HCC is for hands-on experiences, nationally recognized agencies, museums, and organizations offer incredible online opportunities to enhance depth of understanding and experience. Examples of such are the New York Library, Khan Academy, Learn Zillion, Front Row, The Smithsonian, Museum of Modern Art, Code.org, Scratch.mit.edu, Tinker Cad, Discover Kids, Brain Pop, TED Ed and TED Talks, among many others. HCC will also utilize web-conferencing platforms to connect with experts and other classrooms across the nation and around the world. These opportunities, platforms, and lessons will be sought out and incorporated to provide well rounded instruction for each student.
- 5. Teachers will be adept at meeting all students' learning needs with strategic professional training in expeditionary learning protocols, disciplinary support in depth of knowledge and best practices, and strategies for engaging students in hands on investigative inquiry through tiered learning, productive feedback, and assessment. This assures each student will have the support to meet grade level proficiencies, mastery, or exceptional levels of understanding and application in accordance with their abilities. Staff will always encourage each student to reach beyond what they may see as possible, to extend their capacity and beat their last best effort in any given endeavor. Students will be equipped to achieve these expectations as they are scaffolded from one level to the next until grade level proficiency or higher is reached.

Within a board approved 4-day school week, staff will engage in 6-hour immersive training every Friday. A 4-day school week, where students are on campus from 8-4, allows for increased engagement in field work and on projects, maximizing time with professional experts, and allowing for more outdoor exploration. This also creates a fully vested day each week for the vital professional learning required to immersively experience, master and implement expeditionary learning protocols in the most effective and efficient manner.

Professional learning will increase teacher mastery of expeditionary learning protocols, curriculum support and refinement, strategies for multi-disciplinary and arts integration within expeditions, higher order teaching practices for facilitating higher order learning and creativity, hands-on investigative experiences to increase confidence in STEM science processes and engineering design practices in the field and lab, strategies for tiered learning and assessment, grade-band collaboration and vertical alignment, and micro-teaching opportunities for professional feedback. University of Idaho Coeur d'Alene has offered the use of their state of the art lab facility for teachers to practice and even design hands-on STEM science and engineering investigations. Many, if not most teachers will be preparing lessons and experiences in-line with portfolio requirements for certification as an Idaho Master Teacher, and some may even be in pursuit of the nationally qualification for some members of the STEM Master Teacher Corps. Professional experts from a variety of disciplines including STEM science, technology and innovation, engineering, the humanities and the arts, will work with teachers to bolster confidence in depth of knowledge and increase capacity.

6. Expeditionary style learning is relatively new to the Kootenai County educational environment. While a few individual teachers have incorporated expeditionary learning styles into their pedagogy, a comprehensive school-wide system of expeditionary learning has not been developed within the regional service area of HCC.

Following the framework and protocols established by EL Education, the HCC will provide a unique opportunity to cultivate higher order thinking and problem solving, emphasizing both the arts and sciences, and providing an integrated and holistic approach to real-world problem solving. This approach utilizes hands-on investigative inquiry and authentic field work, applying standards-based communication and mathematics understandings, and encouraging creativity and innovation. Students are held accountable to rubrics or checklists, co-created by crew leaders (teachers) and crew (students) at each academic level. These contain success criteria tied to targets or outcomes and reflect progress through the stages of beginning, emerging, proficient and mastery, with room for exceptionality. All students are held accountable to reach proficiency and the crew is responsible for working together with their crew leader to ensure all students reach their highest level of success. Most expeditionary projects are presented to the public for feedback, critique, and even response. This is a very unique approach to facilitating and evaluating student achievement, affording students and parents an expanded choice for educational opportunities in the area.

7. HCC will provide accountability for all educational requirements enumerated by Title 33, Chapter 52 of Idaho Cod

Tab 2 - Proposed Operations

Legal Status of the school

Hayden Canyon Charter School, Inc. (HCC), a nonprofit corporation, dba Hayden Canyon Charter, is registered in the State of Idaho, organized exclusively for educational purposes under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as HCC. HCC will apply to become its own LEA and will be responsible for all programs, finances, reporting, and monitoring.

The Hayden Canyon Charter Articles of Incorporation and By-laws are included in this document in Appendix A.

Charter School's Proposed Operations

Hayden Canyon Charter School, Inc. is a corporation duly registered with Idaho Department of State doing business as Hayden Canyon Charter (HCC). HCC will be a 501 (c)(3) organization authorized by the Idaho State Board of Education. HCC will be located at N. 13782 Government Way, Hayden, Idaho 83835. HCC's student demographics will mirror the surrounding population with a diverse range of socioeconomic levels. Current demographics available from the Coeur d'Alene School District 271 indicate their student population consists of 88% white, 1% Hispanic/Latino, 1% American Indian/Alaska Native, 1% Black/African American and 1% Asian. 44% of the students qualify for free/reduced lunch and 8% of the students receive Special Education support. Demographic information regarding LSD 272 was not available from either LSD or the ISDE.

HCC's initial enrollment will be approximately 209 235 students in grades K-6 expanding to approximately 868 683 K-8 students as growth permits. These students will primarily reside within (but not limited to) the city limits of Hayden, Hayden Lake, and the surrounding Garwood and Chilco neighborhoods. Hayden Canyon itself is designed with a wide range diversity of housing types including 160 apartments, over 200 townhouses and condos, and approximately 1400 single family residential from small cottages to larger homes. Ten percent of the for-sale housing is set aside for affordable workforce units in partnership with a community land trust. Housing prices in Hayden Canyon will start at around \$140,000 for condominium units and \$190,000 for single family detached homes. This is well below median and current average home prices in Hayden and Kootenai County. As of the end of June, 2016 the median sales price for a single family home in Hayden was \$250,000 with an average sale price of \$287,000, according to the Multiple Listing Service. In Kootenai County, it was \$213,750 and \$238,409 respectively.

HCC's organizational structure will consist of a governing Board of Directors, one to two key executive employees (Education Director and Business Director) who will serve as school leaders, a Parent-Teacher Organization, and community partnerships from higher education institutions and agencies, as well as the commercial sector. Best practices of EL Education will provide a basis for how this organizational structure will operate. A governing Board of Directors will provide fiduciary oversight and educational vision. The governing Board will hire staff as needed, according to school needs and growth. Among the hired staff of HCC, the Business Director will ensure the financial solvency of the school, along with maintaining

reporting compliance. Initially, HCC may operate with one administrator, based on state staffing allocations, and a highly qualified Instructional Leader from instructional staffing. This position will eventually either shift to an Education Director, or remain in addition to the new administrative position of the Education Director. The Education Director or Instructional Leader will ensure the educational success of HCC students and the professional development of teachers. HCC's Education Director/Instructional Leader will successfully develop a program combining project-based learning, teacher collaboration, and social-emotional education, as well as innovative professional learning opportunities that ensure successful teacher implementation of the education program.

EL Education principles form the basis for HCC's learning model. With roots in Outward Bound and the Harvard Graduate School of Education, expeditionary learning is a discover-by-doing educational program that engages children in collaboration and innovation. Parental and community involvement are built into the educational model. HCC's approach to curricula will link real-world issues with challenging, project-based learning. HCC will encourage students to investigate and solve socially relevant issues and affect meaningful change in communities outside the classroom.

Proposed Location

The primary attendance area for HCC as shown on the map in Appendix I will include portions of Lakeland SD 272 and DA SD 271. It encompasses the Hayden Canyon and other existing and proposed neighborhoods in the area. There is a wide range of housing types and pricing represented including an existing mobile home community, several subdivisions begun in the 70's and 80's and new neighborhoods under construction. Even though HCC will be attended by students throughout the Coeur d' Alene, Hayden and Rathdrum area, the intent was to ensure priority is given to those families residing within easy walking or bicycling distance so they aren't forced to transport their students by car or bus well outside the area to other schools miles away. The primary attendance area will include all routes leading directly to the school site as well as areas within walking distance. Specifically: both sides of Government Way from Buckles Road to Dodd Road (extended); both sides of Dodd Road from Government Way to Strahorn Road, including all of Rookery Road; both sides of Strahorn Road from Dodd Road to Buckles Road (extended), including all of Foxborough Road and Spring Rock Road; and both sides of Buckles Road from Strahorn Road to Government Way, including all of Shanley Lane. Walrose Loop is also included within the boundaries of the primary attendance area. Appendix I also has photographs of the proposed HCC site along with views of existing neighborhoods within the primary attendance area. The proposed site is the best option because there are no available school sites elsewhere, especially that would be donated at no expense. The site is also well located in an area of rapid growth where the 2 closest elementary schools (Garwood and Hayden Meadows) are over 2.5 miles away and at capacity. See the photos of the primary attendance area neighborhoods in Appendix I.

Charter School's Potential Effects

Hayden Canyon Charter will fill needs in pedagogy, environment and capacity. At the time of this application, the over-capacity of the four northern elementary schools in District 271 is greater than our expected enrollment for the first five years of operation of HCC. District 271 predicts that even the capacity of all elementary portable classrooms will be filled this year. At this time, District 271 is exploring ways to decrease enrolment in the northern portion of the district. According to District 271 facilities assessments a new 500 student elementary school will cost taxpayers almost \$16,000,000. They project that the K-8 student population will increase by approximately 400 students in the next six years following a student growth of 340 students during the past 6 years of recession. See the article regarding overcrowding in Appendix I. Here is a current enrollment summary taken from District 271's website:

School	Building Capacity	With Portables	Enrollment	
Atlas Elementary	494	558	609	
Dalton Elementary	300	N/A	408	
Hayden Meadows	543	607	644	
Skyway Elementary	543	735	694	
Total north schools	1,880	2,220	2,355	

The Lakeland SD 272 has approximately one-half the students of CDA SD 271 for a combined student population of approximately 15,000 children. HCC plans to open with approximately 200 students, or 1.33% of the combined Districts 271/272 population.

The unfulfilled demand for alternative educational options is even greater. The North Idaho STEM Charter School in Rathdrum is only a few years old and already has a waiting list of over 300 students. The Summit School in the Spokane Valley is an EL school which also has waiting lists with 300 plus students.

District 272 has recently rezoned its elementary schools to accommodate growth that has occurred and is expected along the south side of Rathdrum. At this time, District 272 is not anticipating construction of an elementary school building in the Hayden Canyon area. As shown on the map of Surrounding Public School Locations in Appendix I, the proposed location for HCC is at the center of a 5 mile diameter circle where there are no existing public schools in an area where significant growth is occurring.

Due to the anticipated growth in the area, the opening of HCC will not likely result in loss of total student enrollment in either school district.

Anticipated Enrollment

The proposed two-story facility for HCC is designed to be built in four three phases as needed and total 66,752 57,232 SF of building area, which can ultimately accommodate 868 683 students in grades K-8. The first phase will be 22,960 SF with an estimated initial enrollment of 209 235 students in grades K-6. The classrooms will be 840 SF each and will accommodate the maximum number of students per grade as follows:

Grade	K	1	2	3	4	5	6	7	8
Max. No. of Students per Classroom	21	23	23	24	24	25	25	26	26
	<u>23</u>	<u>24</u>	<u>24</u>	<u>25</u>	<u>25</u>	<u>26</u>	<u>26</u>		

HCC's facility, budgeting and staffing have been planned to expand incrementally as needed to accommodate growth as it occurs while remaining fiscally and operationally sustainable at each stage. For more information, sSee the table with Projected Enrollment & Building Phasing in Appendix I for details.

<u>In addition to Tthe City of Hayden's population is currently around 13,000 and growing at an average annual rate of 3.6% over the last 15 years, its future growth rate is slightly higher, estimated to be at least 2.5% per year over the next 20 years. This is higher than Kootenai County's average of 1.6% per year since 2010 and equates to an estimated need for approximately 2,000 new housing units in Hayden alone over the next 20 years (Valbridge Property Advisors, Oct. 2014).</u>

The surrounding Hayden Canyon neighborhood will add an average of 90 - 120 housing units per year over its 15 - 20 year buildout for a total of 1,820 units. At an estimated ratio of 0.4 elementary students per household, that equates to a total of over 700 students. Due to the significant growth rate in the area apart from Hayden Canyon, current public schools being at capacity, lack of sites available to construct new schools, and the significant number of existing families interested in sending their children to HCC, there is sufficient demand to fill the school upon opening and for several years after independent of enrollment from the Hayden Canyon neighborhood.

The following additional demographic data underscores the extent of educational needs in the community.

The U.S. Census Bureau estimated Kootenai County's population at 147,300 in 2014 with an annual growth rate of 1.6% since 2010. This would bring the population to and about 157,000 by 2020 (source: the Fall 2015 edition of *The Real Estate Report* by the Spokane-Kootenai Real Estate Research Committee).

As shown in the Population Map in Appendix I, the estimated population within a 5 mile radius of the proposed HCC site was 46,000 as of 2015 and 126,000 within a 10 mile radius, which represents about 85% of the total in the County (JP Stravens & Associates).

According to the March, 2015 Head Start Community Assessment:

- In Kootenai County: the population is 144, 265 with a median age of 39.2 years; the median household income is \$49,002; the no. of individuals below the poverty level is 13.4% and the no. of children 0 5 years in poverty was 2,376 in 2012 and 1,695 in 2013.
- The percentage of mothers in Kootenai County without a high school diploma ranged from 11% in 2007 to 8.3% in 2011.
- 12% of the estimated population over 16 in Kootenai County lack basic prose literary skills (2003).
- In the 2013-2014 school year, there were a total of 498 homeless students in Kootenai County with the majority (354) in Coeur d' Alene District No. 271.

- The number of children age 0-4 years on food stamps in Kootenai County ranged from 3,235 in 2009 to 2,889 in 2013.
- In 2013, percentages of Idaho adults ages 18 34 with these health risk behaviors: non-participation in leisure time physical activity 19.4%; overweight (BMI of 25 or more) 52.9%; binge drinking 22%; smoking 20.9%; illicit drug use 10.2%.
- Idaho's suicide rate consistently ranks in the top 10 states and the top five for teen suicide.

According to www.datacenter.kidscount.org, in 2012 and 2013 Kootenai County ranked in the bottom three of reported counties in Idaho for child poverty, based on being below 100% of the Federal Poverty Level.

The percentage of free and reduced lunch count, as of September, 2015 in local school districts according to their websites:

Lakeland School District No. 272 : 48.01%.
Coeur d' Alene School District No. 271 : 43.42%

Demand

Interest in education with more hands on experiences has been demonstrated to be strong in the proposed primary attendance and other areas for HCC. All 44 registered voter signatures are from residents in just a 3 block area within the primary attendance area. Marketing has not been a priority while we have been developing the educational plan, however, We have HCC has documented 88 over 260 students that potentially would attend HCC, based on interested family questionnaires filled out manually and on-line. A fully implemented marketing plan would increase those numbers significantly. See Appendix L for outreach information and a database of interested family respondents. letters of support from various community stakeholders.

Another important factor contributing to the demand for HCC and its expeditionary learning approach was the cancellation of the popular Primary Years International Baccalaureate Program at Hayden Meadows Elementary School. The IB program was initially adopted at Coeur d' Alene High School and later at Hayden Meadows and was developed and sustained entirely with parent funding and teacher support. A survey was taken at Hayden Meadows and all but two of the parents of 650 students were in full support of the program. Despite the overwhelming support, a special interest group achieved control of the board and voted to remove all IB programs. The families from the northern area of SD271 would still like to have a high caliber option as an alternative to the traditional public school curriculum.

Charter School Facilities

The first facility option for HCC is the site located at 13782 N. Government Way, Hayden, Idaho, 83835. Information on this and possible alternate facility options are included in Appendix I. As shown in the schematic drawings, the proposed school site is within Hayden Canyon's 33 acre Community Campus along with a Community Center which the YMCA is interested in managing, an 18.5 acre Community Park and a site for a Sheriff Dept. Sub-Station. The Community Campus site is donated as a requirement of the City of Hayden's master plan approval and is a portion of over 250 acres of permanent open space which HCC will have access to. The HCC and Community Center facilities will be financed, constructed and managed by a 501c3, which has been specifically formed for this purpose called The Institute for Community at

Hayden Canyon. It is affiliated with the national Institute for Community which was established about 18 years ago and has extensive experience in owning and managing shared-use community facilities. HCC will be the primary user of the school building based on a long-term lease/shared-use agreement. Secondary users that will lease portions of the building when not being utilized by HCC will help to reduce costs for the school. These include Head Start, which will lease two classrooms, and Take Flight Early Education, a highly respected local pre-school, who will also lease two classrooms. HCC's responsibility to the IFC amounts to executing a long term-lease / shared use agreement for its pro-rated share of the building mortgage and operating expenses. There is no other compensation paid by HCC to the IFC. The IFC generates revenue from various sources including user fees by other community groups, revenue from the neighborhood HOA, fundraising efforts, etc.

On school days HCC will have priority use of the Community Park with its playfields, basketball, volleyball and tennis courts. A community center is planned adjacent to the school facility and community park which the YMCA is interested in operating. If this were to occur, HCC students would also have the opportunity to participate in coordinated programs for the students with the Community Center/YMCA with to for the use of its gymnasium, pools, etc. HCC is not dependent on the Community Center for its programming in the event it does not occur. As shown on the schematic floor plans, the school building will have a multipurpose lunchroom, which will have with an adjacent stage for assemblies and performing arts along with a media center/library, and administrative offices. With the extensive open space and other community facilities within close proximity, the environment will be very conducive to HCC's expedition learning educational approach.

The second facility option described in Appendix I is to utilize modular buildings on the same site. Included is a proposal from Design Space Modular Buildings, which has an extensive history of constructing, leasing and selling modular school buildings. The proposal is for new buildings because there are no used ones available due to the current demand.

The third option is the possibility of leasing a portion of the existing office building across Government Way. This will be difficult to make work because of the rent factor and compatibility with other tenants.

A fourth potential option being explored is to lease the Hayden Adventist Church facility located adjacent to the Hayden Canyon site at 12940 N. Government Way. HCC has an established relationship with the church from renting their multi-purpose space for various workshops sharing the vision for the school with the community. The expense would be reasonable and it may be a viable interim option if needed. Initial discussions have been encouraging and HCC will be following up and providing more information.

Administration Services

The Board of Directors will provide educational philosophy and financial oversight.

HCC will employ an Education Director and in the future, a Business Director with support from the Board of Directors. The Education Director is responsible for creating and maintaining a school climate that is disciplined, orderly, and conducive to innovative and effective learning. A Mentor Specialist, titled Instructional Leader, will be hired, who has experience in EL Education Protocols, facilitating effective immersive and job-embedded professional learning opportunities, and can assist the Education Director in

guiding curriculum development in collaboration with the staff. The Business Director is responsible for managing facilities, finances and required reporting for the school. HCC will employ administrative support staff according to needs related to reporting and information management. An independent audit will be performed each year by an outside auditor (not affiliated with HCC).

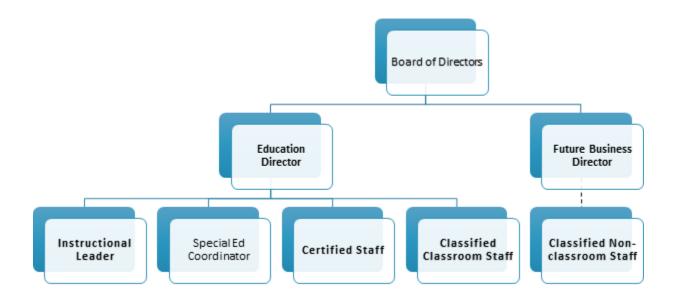
The Education Director and future Business Director shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

These responsibilities may be delegated as appropriate.

The administrative, instructional and support staff will be expanded as the school's enrollment increases.

HCC Organizational Chart:



Liability and Insurance

Civil Liability

Hayden Canyon Charter will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Lakeland School District, shall have no liability for the acts, omissions, debts or other obligations of HCC₇. except as may be provided in an agreement or contract between the authorizer and Hayden Canyon Charter.

HCC will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the authorizer. HCC shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. HCC shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of HCC and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of HCC.

Insurance may be provided by Moreton & Company, through their ISBA Insurance Plan. Moreton is an endorsed insurance provider to the member districts and LEAs of the Idaho School Boards Association. HCC may request other competitive insurance proposals. Upon approval, HCC will include mandating the continued maintenance of insurance policies such as Liability, Property Loss, Workers Compensation, Health, Unemployment, Officers and Directors Insurance and Error and Omissions coverage. insurance will provide protection from damage to HCC school properties and liability as required by law. Building and grounds insurance will be provided by the lessor. In total, HCC will provide for health insurance, unemployment insurance, workers compensation insurance, and PERSI. While not required. **HCC**

Tab 3 - Educational Program and School Goals

The 21st century is a period of unprecedented and rapid change; schools are not only supporting today's students in preparation for first jobs, but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have built our education models around literacy and numeracy sufficient to prepare a workforce in an industrial age. However, we are now living in an age where the past expectation of citizen engagement in society no longer applies as technology opens up engagement and productivity in a global society. Change occurs at the speed of imagination and the gap is widening in our nation between those who drive innovation, those who work to actualize it, and those whose work is more connected with supporting the daily activity of society and less connected with the driving forces of change.

The difference in this modern workforce is that all productive citizens are increasingly required to utilize the skills and abilities predominantly capitalized on in centuries past by those few driving significant change in society. These competencies have been coined as 21st Century skills, yet have been utilized by creative and productive minds for centuries higher order thinking, innovation, productive collaboration, effective communication on multiple platforms, creative use of technology, perseverance, and commitment to producing work of the highest quality. utilize habits of mind such as higher order thinking and problem solving underpinned by foundational understandings in the areas of effective communication, mathematics, the sciences and social studies. In addition, creative and innovative thinking, borne of experiences in artistic and engineering process, drive culture, technological advancement and solution making to address the simplest to the most pressing word challenges. Coupled with these essential components of knowledge and skills, is the character to see it through. The scholarly habits and depth of personal character that include responsibility, perseverance, holistic thinking and drawing evidence-based conclusions, productive collaboration, leadership, service and stewardship, compassion and empathy. These elements of character lead to the ability to produce work of excellent caliber, and developing this ethic of excellence leads to productive and fulfilling citizenship. Cultivating these traits in our students is the most responsible action educators can take, equipping them to pursue the highest levels of success in life and work, to establish better equity among all citizens, and to further the productivity of our communities and nation. it is essential these competencies become the habit of mind and practice for every citizen.

The definition of an educated person is one who's commitment to learning produces a capacity for adaptive expertise and holistic problem solving, grounded in foundational understandings and skills, transformative highly developed habits of mind and character, and 21st Century skills and abilities driven by an ethic of excellence for producing work of the highest caliber. Adaptive expertise is the ability to continue developing the depth of knowledge and skills to keep up with changing technologies, methodologies and expectations in life and career, in order to remain vital and productive. (Bransford, R. et al, 2005) Holistic problem solving assesses all sides of a challenge and seeks balance in outcomes among stakeholders, such as the balance between social justice, ecological wisdom and economic feasibility when evaluating solutions to environmental challenges. Habits of mind and character involve the commitment to lifelong learning, commitment to excellence in high quality work, perseverance, grit and tenacity, ethical practices, empathy and compassion.

In a K-68 learning environment modeled after expeditionary learning practices, the foundational elements of these traits are being laid in students as they build the depth of understanding, character, skills and abilities of an educated person in accordance with their cognitive capacity. Student engagement in real-world issues and challenges, as a lens through which depth of understanding is constructed across all disciplines, naturally stretches students. Growth occurs when they apply learnings from math and English language into effective research, investigation, data collection and communication of findings in science, social studies, literature, and in engineering solutions. Integrated curriculum exposes students to a wide variety of multi-disciplinary ideas related to the real-world challenges they investigate. This increases student capacity for holistic problem solving as these ideas and concepts are discussed, debated, and considered throughout the process of discovery and constructing understanding. Integrating the arts using a variety of platforms and media increase student aptitude for creative and critical thinking, which in turn expands student innovative thinking and problem solving.

An Educated Person

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How learning best occurs

In keeping with this vision, HCC is dedicated to maximizing the best practices outlined by EL Education, The Buck Institute (project based learning protocols), the Smithsonian Office of Science Education, Harvard Graduate School of Education--Project Zero (promoting excellence in art education and EL schools student exemplars), and SRI International (professional learning) among others, to actualize student achievement in learning outcomes, character building, and growth in 21st Century competencies producing high quality work. Guided by ongoing research in early childhood learning, best practices, and the EL Education model, HCC learning environments are structured around the belief that:

- Learning is active—Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- Learning is challenging—Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.
- Learning is meaningful—Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- Learning is public—Through formal structures of presentation, exhibition, critique and data analysis, students and teachers build a shared vision of pathways to achievement.
- Learning is collaborative—School leaders, teachers, students and families share rigorous expectations for quality work, achievement and behavior. Trust, respect, responsibility, and joy in

- learning permeate the culture, and working together toward solution-making is the rule not the exception. (EL Education: Core Practices, retrieved January 2016)
- HCC believes learning best occurs in a school culture of safety, kindness and respect with a sense of responsibility for learning. We believe active instructional practices build academic skills and student motivation as well as ownership. We believe rigorous projects must be connected to realworld needs.
- Classrooms are respectful, nurturing environments where students feel safe to take risks and also accept that the ideas of others may be different from their own. (Berger, R., 2003; EL Education, 2016; Grotzer, T.A., 1998; Alberta Learning, 2004; Hand, B. et al 2009)
- The teacher's role in the learning process is as facilitator and guide. (Bybee, R.W., 1989; Berger, R., 2003 Banchi, H, and Bell, R. 2008; Berliner, D.C., 2001; Minstrell, J. and van Zee, E.H., 2000; EL Education, 2016; Grotzer, T.A., 1998)
- Most daily classroom activities include limited but focused direct or guided instruction with a combination of integrated project-based student work, hands-on investigative inquiry, and group discussion with self-directed research. (National Research Council, 2004; NRC, 2012; EL Education, 2016; National Science Foundation, 2011; Penuel, W.R. et al, 2008; President's Council of Advisors on Science and Technology, 2010)
- The teacher organizes the pacing and classroom environment to foster both individual and group work with emphasis on problem-solving, taking initiative for one's own learning, and collaboration with others, to meet or exceed standards-based targets and benchmarks. (Bransford, R. et al, 2005; Fullan, M. 2011; Banks, J. et al, 2007; Berliner, D.C., 2001; Wiggins, G.P., and McTighe, J., 2005; Shear, L.et al, 2011)
- Feedback, critique, revision and presentations of final products elevate the quality and emphasize the significance of student work. Excellence is expected and students are encouraged and supported to go beyond what they originally believed they were capable of achieving. (Berger, R. 2003, EL Education, January 2016)

Educational Program and Goals

Overview

The vision of HCC stems from the need for diversity among educational options in the community. We believe that although more educational options now exist, few will rival the unique opportunities offered by expeditionary learning methods. The educational program is designed to foster well-rounded, motivated and involved citizens to meet the challenges of the future.

Students will attend school four days a week from 8am-4pm, Monday through Thursday. This increases the likelihood that student attendance will remain high, as parents can schedule appointments for Friday, or leave to go out of town early, without disrupting the educational process. This also increases student opportunities to be in the field or with experts guiding academic experiences, as it affords members of the community a broader window to engage with students during the work week. Additionally, it affords staff the opportunity for professional learning opportunities that maximize immersive experiences within the expeditionary protocols they are working to master. Staff collaboration, data analysis, grade band alignment, and ability to maintain flow in a learning moment, without the typical rush of a collaboration moment between classes is of utmost value in achieving the maximum impact of the expeditionary model for our students. When teachers are confident in their practice, student achievement increases. (Hattie, J., 2008)

The Design Principles from EL Education, listed in the Executive summary <u>and expanded upon here</u>, form the framework of HCC's education program design. <u>Stemming from the design principles are the five main Dimensions of Learning: Curriculum, Instruction, Assessment, Culture and Character, and Leadership. These dimensions work in tandem to inform the learning process and actualize the Design Principles in daily practice.</u>

Design Principles

The Primacy of Self-Discovery: Learning happens best through challenges and requisite support. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. At Hayden Canyon Charter, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can achieve their goals.

Having Impactful Ideas: Teaching at HCC fosters engagement and curiosity about the world by creating learning situations that provide important ideas to consider, <u>opportunities to experiment and design with varying degrees of success and failure, time to discuss, reflect,</u> and time to make sense of what is observed and what has occurred. <u>Impactful ideas result from these experiences and many more.</u>

The Responsibility for Learning: Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group—part of the learning process is acknowledging that others' knowledge and ideas have merit and worth, and are worth considering. Every aspect of HCC encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small at HCC, with a <u>supportive and caring</u> adult guiding the progress and acting as an advocate and mentor for each child. Older students mentor younger ones, in multi-age classrooms and across the school, and students feel physically and emotionally safe.

Success and Overcoming Challenges: All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn obstacles into opportunities. All forms of challenges are opportunities for growth, to embrace the process that takes us from, "I'm not there yet," to "I accomplished that!" This growth mindset forms the foundation for student achievement in all areas. Students are coached in effective feedback and critique that is positive, useful and succinct, while also being coached to receive such feedback with an open, reflective mind that seeks to continually improve the quality of the work.

Collaboration and Competition: Individual development and group development are integrated so that the value of friendship, trust, <u>responsibility</u>, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best, and with rigorous standards of excellence. Every

student has the opportunity to meet or exceed proficiency standards, achieving proficiency, mastery or exceptional levels within the learning process and timeline.

Diversity and Inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Students investigate and value their different histories and talents as well as those of other communities and cultures. <u>HCC is committed to expanding global and cultural awareness</u>, and others-mindedness; building into students the ability to draw from these ever-increasing understandings as they approach solution making at the community, regional, national and global levels throughout their lives.

The Natural World: A direct and respectful relationship with the natural world refreshes the human spirit and teaches an abundance of important ideas including of recurring cycles, ecological balance, and cause and effect. Students learn to become stewards of the earth and the resources available for future generations.

Solitude and Reflection: Students and teachers need time on their own to explore their thoughts, make their own connections, create their own ideas, <u>and to reflect on events, processes and outcomes</u>. They also need time to exchange their reflections with other students and with adults.

Service and Compassion: "We are crew, not passengers." <u>Every individual has a contribution to make and has worth.</u> Community is built on this principle and on the relational connections each member creates. Students and teachers are strengthened by acts of consequential service to others. One primary function of HCC is to prepare students with the attitudes and skills to learn from and be of service.

In addition to these design principles, HCC is committed to building, nurturing and assessing student character.

Character can be considered as having two facets—relational character and performance character. Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Performance character skills (habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavors (e.g., organization, perseverance, craftsmanship). Both types of character are essential for success in school and in life. Fostering character is not an add-on in expeditionary schools—it is embedded in all aspects of the school culture and permeates academic studies. Character is a focus all day long. Academic learning in expeditionary schools is seen not as an end to itself, but rather in service of preparing students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work and adopt an ethic of excellence. This attitude and mindset produces work that is good in quality, good for the soul, and good for the world. of expecting excellence is the prevailing influence-of all action among students and leaders in the school, driving growth and achievement in all areas.

The Five Dimensions of HCC Learning (adapted from ELEducation.org)

EL Education has created open source resources outlining the core practices and protocols that form the foundation of the learning model, and practical supports for professional development addressing each of the dimensions. Within each dimension, there are five to ten core practices that represent what the

expeditionary learning approach to education ideally looks like in a school and in a classroom. There are 38 Core Practices within the five dimensions. Each core practice is further defined and explained with a series of lettered sections and numbered descriptors. Hayden Canyon Charter will adopt these core practices which align with the Idaho Core Content Standards. The core practices set HCC apart from other schools in the region as they measurably increase student outcomes in the Areas of Student Achievement by fostering student inquiry, critical thinking, and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions - deep, interdisciplinary investigations of rich academic topics - are the perfect vehicle to reach all Learning Targets. Additionally, HCC emphasizes positive school culture and community building through multi-age classrooms, service learning, crew, and the value and impact of positive relationship building.

Much of the staff professional learning time in the first three years will be dedicated to utilizing the open source PD provided by EL Education, which unpacks the protocols and core practices for each Dimension, and is designed to immerse the staff in the practical application of each. Guided by the Education Leader and Instructional Leader (Mentor Specialist) the staff will begin first with Leadership, and progress through the Dimensions backward, experiencing each dimension through the lens of those prior. Then, when reaching the Curriculum Dimension, all other Dimensions will inform what teachers co-create as frameworks for expeditions throughout the year.

In addition, crew leaders (teachers) will train in cognitively appropriate strategies for fostering student growth in 21st Century competencies, as well as methods of assessment. Most of these competencies are naturally addressed in the five dimensions of expeditionary learning and HCC is committed to ensuring they are included in student lesson structure, investigation and expedition expectations, and assessment throughout each grade level. Therefore, HCC has added a fourth area of measurable growth in the Domains of Achievement, titled 21st Century Competencies, described later in this section.

The Five Dimensions of HCC Learning (adapted from ELEducation.org)

Curriculum:

HCC's approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Within the Curriculum Dimension, Hayden Canyon Charter emphasizes topically or thematically anchored expeditions that may include projects, case studies, field work and service learning. These expeditions are designed as integrated curriculum that encompass any combination of reading and writing across multiple disciplines; integrated, inquiry-based and hands-on investigative science, applied math; experiential and applied social studies; as well as learning in and through the arts. Curriculum is standards driven through learning targets with clear success criteria, outlined on rubrics which guide students through the continuum of growth from beginning through proficiency to mastery and beyond. Expeditions Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning "inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom." (EL Education, 2016) HCC ensures that all students have access to a rigorous college preparatory curriculum; the Board, leaders and staff regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Instruction:

The Instructional Dimension provides clear structure and protocols for student-driven and teacher guided practices involved in HCC's education program, and is designed to motivate and build positive character as well as guide student growth in producing high quality work. and relevant real-world competencies. Hayden Canyon Charter classrooms are alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less, and guide more. Students share and discuss more, driving the learning with their higher order questions and thinking driving the learning. Teachers guide the learning using the 5E model framed by Tripod's 7 C's and other strategies for student engagement, such as confounding experiences, strategic and open ended questioning, Socratic discussion and debate. Metacognition—thinking strategies—are modeled and taught, preparing students to actualize these strategies in authentic problem solving. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

Assessment:

Our leaders, teachers, and students embrace the power of student- engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. Students take an active role in creating rubrics with clear success criteria. These they derive from analyzing exemplars of high quality work and determining what exceptional and/or mastery level standards entail, then working backward to proficiency, emerging and beginning standards to clearly outline the continuum of possible growth. Proficiency standards are the minimum requirement for all students to achieve grade level expectation for any given target. This approach to assessment is vital to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.

Culture and Character:

Hayden Canyon Charter is designed to build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible. Areas for growth in character focus on both relational and performance character. Both inform students and leaders where focus might be needed in order to improve a student's overall academic performance, as a student may understand content but not be strong organizationally or in time management, thereby limiting their success.

Leadership:

Our school leaders at HCC work to build and facilitate a cohesive school vision, focused on student achievement and continuous improvement, and align all activities in the school to that vision. Leaders use data wisely, boldly shaping school structures to best meet student needs, eelebrating reveling in the adventure of learning, and building a school-wide culture of trust and collaboration. Leadership in our

schools goes beyond a single person or team—it is a role and expectation for all. Students are given responsibilities through mentorship of younger students, service learning, and in doing field work, investigations, artistic productions, and engaging in innovation with real-world impact. Qualities of leadership are modeled by adults every day, and mentored through the impactful community involvement of experts in every discipline. Students develop the desire to become leaders of their own learning and leaders within the community, with the confidence that they have the capacity for creating positive changes in the world around them.

Schools that implement this model have test scores that exceed district averages, often by substantial margins, particularly for high need subgroups. In exemplary EL high schools, 100% college acceptance is the standard. Not only do students achieve at higher levels than their peers on state tests, but they also gain skills critical to college readiness and success, problem solving, critical thinking, persistence toward excellence, and active citizenship.

With this educational philosophy and focus, HCC provides a new educational choice for families. Hayden Canyon Charter is a free public charter school. It is not a religious school, a conversion of a private or parochial school, or a school operated for profit. HCC will serve students of Kindergarten through Grade 8. HCC intends to initially open serving Kindergarten through Grade 6, expanding to grades 7 and 8 as enrollment demands and circumstances permit. The decision to expand will be at the discretion of the HCC Board of Directors.

Educational Program Goals

Johnathan Martin, Head of St. Gregory College Preparatory School in Tucson, Arizona may have best summarized the educational goals of schools leading 21st century learning as:

"Delivering personalized and differentiated learning which has a significant and positive impact improving the educational progress of individual learners of a wide range of abilities, maintaining a focus upon the individual and not the mass of learners; forging and sustaining a connected community of engaged, active, intrinsically motivated, extracurricularly involved, technologically employing, hard-working learners; and developing the significant growth of not only our students' basic skills, but also their higher order thinking skills, including critical thinking, written communication, and creative problem-solving."

Hayden Canyon Charter's staff and faculty echo these goals and expand upon them through four three Domains of Achievement designed to lead each student in their growth as an educated person: Mastery of Knowledge and Skills, Character, and High Quality Student Work. and 21st Century Competencies. Informed by the model presented in EL Education's Core Practices, they form the core of HCC's Mission Specific Educational Program Goals, assessed school-wide at each grade level. These areas of achievement include the following targets for students, as well as how teachers and leaders will facilitate environments where these targets are measured and met.

Mastery of Knowledge and Skills

Students will:

- Demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.
- Apply their learnings by transferring depth of knowledge, understandings and skills to novel, meaningful tasks, investigations, field work and projects.
- Think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives and employing creativity as a catalyst to innovation.
- Communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.

Teachers and Leaders will facilitate and measure by:

- Creating authentic learning experiences and expeditions that challenge students to go beyond knowledge level, to applied understanding, synthesizing understandings from multiple core disciplines to effectively problem solve, innovate, investigate, draw conclusions, and design solutions.
- Ensuring curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards.
- Engaging all students in daily lessons that require critical thinking about complex, worthy ideas, texts and problems.
- Using assessment practices that position students as leaders of their own learning.
- Holding students accountable to proficiency targets and coaching students in strategies for reaching mastery and exceptional levels of performance.
- Using meaningful data for both teachers and students to track progress toward learning goals.
- Data collected from multiple areas such as demographic, perceptions, student learning and school
 processes allows for the formation of responses, actions, and programs that meet the needs of all
 students.
- Data collected for student learning is reflective of student achievement through a cadre of authentic
 assessments, teacher observations of student abilities, normed/criterion-based assessments, and
 standardized tests.
- Formative and summative assessments measure growth and quantify student outcomes, informing teachers where areas of growth still challenge students and enabling teachers to tailor learning to meet each student's need.
- Standardized Assessments for determining achievement as well as Value Added measures of growth will be analyzed

Scholarly Habits and Character

Students will:

- Work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance and effective and productive collaboration.
- Work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, respect, and compassion.
- Contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.

• Teachers and Leaders will facilitate and measure by:

- Elevating student voice and leadership in classrooms and across the school.
- Making habits of scholarship visible across the school and in daily instruction.
- Modeling and expecting a school-wide culture of respect and compassion, holding students
 accountable to rise up to these expectations and guiding the process through which conflicts can be
 resolved with healthy communication.
- Prioritizing social and emotional learning, along with academic learning, across the school
- Evaluating student growth according to qualitative success criteria co-created by students and teachers, and utilized in student self-assessment, crew time, and leader-student conferencing, and student-led conferences.

• High Quality Student Work

- Students will:
- Create complex work, demonstrating higher order thinking, multiple perspectives and transfer of understanding.
- Demonstrate craftsmanship by creating work that is accurate and beautiful in conception and execution.
- Create authentic work by demonstrating original thinking and voice, connecting to real-world
 issues and formats, and when possible, creating work that is meaningful to the community beyond
 the school.

• Teachers and Leaders will facilitate and measure by:

- Designing tasks that challenge students to apply, analyze, evaluate and create as part of their work.
- Using models of excellence, productive feedback and critique, and multiple draft opportunities to support all students in producing work of exceptional quality.
- Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, investigation, and service learning.
- Evaluating draft and final work according to clear success criteria and encouraging students to commit to changes that will elevate the quality of the work to the next level of achievement.

21st Century Competencies

Students will:

- Demonstrate growth in key areas such as creative and critical thinking, metacognition, effective communication, productive collaboration, innovation, problem solving, creative and proficient use of Information Communication Technologies (ICT), self-regulation, and perseverance, among others.
- Showcase skills and abilities throughout coursework, student led conferences, public exhibitions and products resulting from expeditions, fieldwork, collaborative time, crew time, and service learning opportunities.

Teachers and Leaders will facilitate by:

- Designing intentional opportunities for growth in specific competency areas during lessons, investigations, expeditions, presentations, public displays, field work, crew time, school wide community development, and community service.
- Modeling key competencies on a daily basis.
- Designing and utilizing existing rubrics with benchmarks for growth and demonstrated success in each competency.
- Mentoring and coaching students toward quantifiable growth based on rubric assessment, providing time for student self-reflection and assessment, with personal feedback and one-on-one conferencing.

Instructional Practices and Curriculum

Instructional Practices

Based on the above framework, HCC's expeditionary educational programming is thereby grounded in the following instructional practices in each area of growth:

Mastery of Knowledge and Skills

- Hands-on, inquiry driven, investigations and expeditions, co-created by students and teachers, are the vehicle by which core understandings are applied in real world context to authentic challenges and problems.
- Place-based expeditions are emphasized at every opportunity to increase student investment and ownership in the investigative, solution seeking, research and design processes.
- Academic goals are clearly presented, discussed and "unpacked" with students to ensure focus, accountability, responsibility, and achievement.
- Integrated curriculum ensures all standards and targets are met at proficiency levels or higher, while students engage in applied math and ELA across the disciplines—science, engineering, social studies, and use of technology.

- Outdoor field work and exploration are valued as essential to the educative experience.
- Art, music, and creativity are integrated into daily work and expedition as much as any other core
 discipline to foster and heighten innovative and creative thinking, as well as provide opportunities
 for learning a variety of techniques and use of different media for creative expression.
- Tiered learning and assessment strategies foster success for students at every level, allowing for growth and enrichment.
- Lesson and work period structure are framed within the 5E model and guided by EL Education protocols to ensure learning is student-driven. The 5E model guides learning through active Engagement, Exploration, Explanation led by students and guided by teachers, Evaluation and Enrichment/Elaboration.

Scholarly Habits and Character

- Purpose is underscored as students end the day with time for discussion and reflection on the day's goals and activities.
- Class meetings ensure that everyone's voice is valued and issues are discussed with an aim to resolving them positively
- Crew means we work together to encourage and support each member's success, ensuring we all succeed
- Self-evaluation according to rubric-based guidance for character growth in areas such as integrity, tenacity, perseverance, honesty, empathy, courage, and leadership provides opportunity for reflection and goal setting, while teacher mentorship and conferencing holds students accountable to their goals as well as grade level expectations for growth.

Quality Work

- Academic rigor is aligned with state standards, with many opportunities to exceed grade level expectations as higher order learning leads to higher level student outcomes.
- Work periods are lively, active and productive. Students honor each other's participation and their own achievements. Through collaborative efforts, students are supported and encouraged to do more than they think they can, and improve upon their last best effort.
- Students habitually use clear success criteria to self-assess and evaluate their own work and progress
 toward target proficiency, as well as peer assess others' work. Students are coached in the practice
 of providing feedback that is clear, positive and useful, and receiving feedback with an open,
 reflective mind and positive attitude.
- Student-led conferences increase student ownership in outcomes and in the quality of their work, and amplify their ability to communicate clearly by sharing what has been achieved, reflect on what they would do differently, and establish new goals for improvement in areas of challenge and goals for exceeding expectations in areas of strength. Students are coached and mentored in the process of leading their own conferences in order to build these communication skills, to increase student reflection, as well as encourage commitment to future growth and achievement.

21st Century Competencies

- Teachers as Crew Leaders are intentional in including specific areas for student growth in each lesson, investigative experience, and expedition, based on rubric success criteria for 21st Century skills and abilities
- Students are afforded opportunities for self-reflection and Crew Leader mentorship before final assessment of growth in areas of focus for 21st Century competencies.

Curriculum

HCC is a school of the arts and science, encompassing a holistic and integrated approach to learning in all disciplines. Curriculum is anchored in real world challenges, authentic problem-solving, and themes that will resonate with students because they are either place-based, or offer opportunities for lasting impact. While the curricular offerings at each educational level are rigorous and engaging, meeting the requirements of the State Board of Education in alignment with state and national standards, they are also designed to be enjoyable, exciting and fun for students. Curriculum development will be an ongoing process led by the Education Director/Instructional Leader and teachers, with the approval of the Board of Directors. Much of the initial Professional Leaning time, before school begins and during the Friday dedicated time, will be devoted to increasing teacher capacity in the areas of curriculum development

This process involves a high degree of collaboration and begins with mapping skills and content, using backward design strategies for creating a continuum of experiences that will allow students to progress through targets and achieve successful outcomes. (Wiggins, G.P., McTighe, J., 2005) HCC will adopt and address the Idaho Core Standards for grades K-8. With grade level and/or combined grade-level targets being laid out, the next steps may occur in order, or non-sequentially, but all components of the design process will be present. The second step most commonly involves designing expeditions and experiences that engage students with the targets in authentic contexts, and applies an integrated approach. From there, guiding questions are formulated, case studies selected, and projects/product ideas are formulated. Incorporating field work, experts and service learning round out the curriculum design process. Exemplars are selected, or products from similar expeditions are chosen to showcase the attributes of high quality work. Next, rubrics are laid out according to rubric design guidelines, but are intentionally left blank in areas where students themselves will contribute to success criteria as they see it, using class analysis of the exemplars.

Interwoven in the process are the components that support building of global skills, knowledge and understanding, recognizing the world is a global community. With an emphasis on the arts, teachers and leaders also strive to incorporate one or more artistic components to the expedition. As well, leaders and teachers are intentional in embedding components within the curriculum that prepare students for success beyond the classroom, in life, post-high school studies, and in work. The rigor of the curriculum, in its multifaceted and holistic approach, creates experiences for students with the intention of preparing them for higher education beyond high school—knowing that they are college material is empowering, and each expedition is designed to stretch them in ways that culminate in preparedness for success.

Recognizing that expeditionary learning models have different iterations across the nation, the following is a description of how HCC might integrate each of the core disciplines into a representative expedition—a 3rd/4th grade Watershed arc with topic anchored mini-expeditions, leading up to a culminating Community Watershed Celebration at the end of the school year.

English Language Arts

The English Language Arts (ELA) curriculum will align with the Idaho Core State Standards: Reading Literature, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening and Language.

Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. In expeditionary learning schools, comprehension strategies and critical thinking skills are taught K-8 to help students make sense of content and the world around them.

Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully, exercising close reading skills to extract evidence from text. Complex text sources, whether primary or secondary source material, are used with all students as an enriching challenge. Reading is taught and practiced across all content areas because each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems). By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking, and meaning-making in school and in life.

At HCC, writing is taught K-8 across the curriculum. Students learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres. Teachers develop and teach a common language for the writing process and the traits of good writing. They use consistent practices for teaching and assessing writing, utilizing tiered learning strategies to increase student confidence and achievement. Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing varies by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

• Examples of utilizing all realms of ELA in expeditions might be reading a primary source material regarding the flood events that created the Rathdrum Prairie Watershed and Aquifer 10-15,000 years ago, then writing a descriptive summary, and relating the research to the area in which each student lives in the Watershed. Students might watch a video next, linking all the evidence for the flood events and showing the impact across three states with a satellite view, then retell the story as if they are a news-reporter or sports commentator there on the scene. Students will present their projects, products and findings related to the Watershed expedition through interactive multi-media presentations during the Watershed Celebration.

Mathematics

Math is taught at HCC with rigor and integrity in accordance with Idaho Common Core standards for all grade levels. Along with direct math instruction, math is applied as the language of science and engineering, and integrated into projects, case studies, and learning expeditions whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem solving. Applied mathematics as the language of science, math and technology programming offers students the opportunity to utilize their current mathematical learnings within authentic contexts. Blended learning opportunities using ICT, afford teachers the time to address individual student needs and tailor learning. Tiered learning strategies and assessments scaffold each student toward achievement at their highest potential. In the same way that HCC celebrates literacy through events, projects, community meetings, exhibitions, and hallway displays, mathematical thinking and learning is showcased and discussed throughout the building.

HCC focuses on foundational facts vocabulary, formulas, algorithms, and number facts that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency.

There is an equally strong focus on problem-solving skills and critical thinking. Students learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving. HCC teachers support students to think like mathematicians and cultivate mathematical habits of mind—curiosity, risk-taking, perseverance, and attention to detail. Students learn to reason abstractly and quantitatively, model mathematically to empirical situations, and to construct and critique mathematical arguments.

Within the Watershed arc, students will conduct field work with experts such as those from Idaho Department of Environmental Quality and IdaH2O, who will engage in water quality testing of the local streams near the school. Students will use different chemical analysis, data collection, and graphing to determine whether measured levels of Nitrogen, Dissolved Oxygen, Phosphates, Temperature, Turbidity, and Fecal Coliform fall into healthy parameters for the streams. They will then upload their data into a national data base and compare with data from other streams nearby.

Science

Hayden Canyon Charter teachers focus on supporting students to read, write, think, and work as scientists. They use expeditions, case studies, projects, problem based content, collaboration with professional scientists and engineers, and interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community (e.g., kindergartners analyzing conditions for optimal growth in their school garden, and 4th grade students conducting water quality testing). Science curriculum is aligned with Idaho State and National Next Generation Science Standards (NGSS), and articulated through grade level Thematic Arcs which unify the standards and create more cohesive expeditionary opportunities. HCC science units and lessons are created in accordance with the national EQuIP Rubric which guides teachers in designing curriculum that incorporates all three components of the NGSS—Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting Concepts.

HCC teachers reinforce the connections in and among science disciplines, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions;

engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions and inferences, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. In addition, because appreciation and stewardship of the natural world is part of the design of HCC, environmental literacy is integrated into the science curriculum at all grade levels.

• Throughout the course of the Watershed expedition, scientists at the Smithsonian Environmental Research Center on the Chesapeake have agreed to blog with our students, comparing the student data to that of the Rhode River tidal arm were SERC is located. Comparisons may include water quality, soils, ecology--such as macroinvertebrates and local vertebrate comparisons, differing climate comparisons, and non-indigenous aquatic life introductions and comparisons

Social Studies

At Hayden Canyon Charter, learning in social studies prioritize students' understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers view social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. They help students understand the big picture and timeline of history and emphasize deep understanding rather than memorization of myriad facts and details. Integrated learning brings in cross cultural connections among disciplines. By focusing on big ideas such as the elements that make up a culture or a civilization, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. To help animate history, teachers choose compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes. Students often investigate and address social issues in their local community and become compassionate community members in the process. While learning social studies, students act as social scientists—they analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions using supporting evidence. Students use higher order thinking in analysis of primary source text to discern the truth among the many versions of historical accounts. Explicit literacy instruction is a focus for students at all grade levels. Students learn to read, write, and think as historians.

• During the Watershed expedition, Idaho state history dovetails exceptionally well into the different units from mining and forestry to early tribal history. HCC Students may also have the opportunity to confer with students from the Coeur d'Alene tribe, building understanding of tribal oral history and developing knowledge of the earth's systems like the water cycle, or comparing water quality data and discussing implications of the pollutants that have reached lake Coeur d'Alene through unregulated mining practices.

Arts

The arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life at HCC. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with other subjects. The school is filled

with student artwork, which is displayed in a way that honors the work. Artistic performances are points of pride for the school.

The visual and performing arts are taught using the same effective instructional practices that are used in other disciplines, and all students have access to professional artists and professional exhibitions and performances. Ideally, specialists in visual and performing arts are on the school staff. If they are not, classroom teachers use professional art educators and artists whenever possible to support high—caliber artistic learning. The arts build school culture and student character by emphasizing artistic thinking, authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Arts are often used as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts are also used as a window into diverse cultures and regions of the world.

> Students engaged in the Watershed expedition might learn the style of Northwest native block print and use it in the telling of a story that describes the ecology of our watershed, the food webs that are interwoven among, and dependent upon, the abiotic components of the watershed—the water, soil, air, rocks and minerals.

Fitness and Wellness

Hayden Canyon Charter actively promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction, sleep, and healthy relationships—the key elements of physical and mental health—are included as part of a school's wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition and character development, and reinforces the HCC school culture of respect, responsibility, and achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate (e.g., walking to fieldwork research sites, setting up and eleaning classrooms and common spaces, using physical energizer breaks to enhance academic work times, outdoor classrooms). Students are provided guidance and experience cultivating healthy fruits and vegetables in the school garden

Experiences in the natural world, working in and appreciating nature, are a priority for students in EL schools. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Crews emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. Crew meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco, as well as unhealthy relationships.

School staff models healthy lifestyles and a healthy school culture. HCC will have priority use of the adjacent 18 acre park and playfields during school hours as well as during specified times before and after school as needed. There will be joint programs arranged between HCC and the adjacent <u>proposed</u> YMCA Community Center for use of the gymnasium, aquatic center, and other areas.

• Throughout the Watershed expedition, students will hike in and throughout the 200+ acres devoted to trails and green space surrounding the school. They will spend time immersed in a

cross section of the ecological diversity and richness present in North Idaho, engaging in field work, observation, study, and the sheer enjoyment of being out and about in the natural world. Hiking will occur regardless of the season, as there are so many seasonal changes that occur which are worth observing. Snow science is a part of the Watershed arc, as a project-based focus on the water cycle and it's impact on north Idaho.

Technology

Teachers at Hayden Canyon Charter will weave technology literacy throughout all subject areas and grade levels whenever it genuinely supports effective teaching and learning. Discipline specific tools such as microscopes and measurement probes may be used to enhance the learning in STEM subjects. Teachers will utilize online resources for blended learning, research, discovery, elaboration and enrichment from top tier sources such as the Smithsonian, National Geographic, Khan Academy, Brain Pop, NASA, USGS, Bureau of Reclamation, NOVA, Discovery Learning, Kids Discover, and many more. Students will become proficient in the cadre of Information and Communication Technologies (ICT) tools, resources and skill sets needed for success in life and work in the 21st Century. These ICT resources include utilizing and collaborating within Microsoft Office suite, Google apps, Prezi, Padlet, Code.org and Scratch.MIT.edu, Tinkercad and 3D printing, iPad education apps, Moviemaker, and Screencasting among others. Coding is becoming an essential 21st Century literacy, as much as ELA and math. HCC will support student growth in ICT and coding by scheduling dedicated time during the week to increase these proficiencies, so students may utilize them during projects and maximize their innovative capacity.

The ideas students will actualize through the use of technology in relation to their research, innovations, creation of products and project presentations will be as varied as our students themselves. Technology can be used in the Watershed arc, in the form of electronic data probes that collect temperature readings in the water, or measure dissolved oxygen, so students can analyze the probe data in comparison to the chemical test data. Technology will be used to communicate across the city, state, or nation through web conferencing platforms. Technology may provide the opportunity for fusion across the disciplines as students use Makey Makey components to create music as water flows over them in their 3D, interactive, working model of a watershed—as 3rd and 4th graders.

Curricular Materials

Hayden Canyon Charter School will employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including magazines, chapter books, articles, excerpts, interactive software databases and the publications of other education organizations. HCC staff will locate and adapt instructional resources. Guest speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

Middle School

The growth plan opens the doors for grade 7 in year two and grade 8 in year three. With the multi-age classroom model used at HCC, the school would consider opening both classes in year two if the numbers of interested students supported it. The building plan includes middle school lab facilities for science and the arts. Currently there is 1.0 FTE planned for grade 7, however, HCC will seek to hire a Mentor Specialist, prior to opening in 2017, with endorsements that will increase this capacity. There are 4.0 FTE budgeted in year 3 when the 8th grade begins, which will allow for multi-age grouping and increased support for projects and expeditions in all disciplines. With this flexibility, HCC plans to offer accelerated math and humanities opportunities, such as Geometry and Literary Circles/Poetry Across the Globe/Shakespeare—the Original Rap Artist, to accommodate highly capable students in each of these areas. The daily schedule will be collaboratively planned out with the staff, and employ a structure that ensures flexibility during project times and times out in field work.

Education Thoroughness Standards

The standards are:

1. A safe environment conducive to learning is provided;

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Hayden Canyon Charter will:

- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- Develop and maintain a school climate which supports individuals and the learning process.

Measurements: Center for Educational Effectiveness (CEE) surveys will be taken annually by students, staff and parents to analyze the climate and safety. Statistics on student management (discipline) will also be used. Safety Emergency Response Preparedness (SERP) drills will be conducted monthly to ensure proper safety procedures in collaboration with local emergency personnel.

2. 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.

- Adapt the Safe Environment policies into the student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
- Teach appropriate behaviors and foster responsible decision-making skills and incorporate high expectations for behavior into regular classroom assessments.

- o Remind, Redirect, Time to Reflect.
- Establish and maintain consistent rules aligned throughout the school.
- Include staff support and training steps for management in the inquiry classroom

<u>Measurements</u>: Teacher evaluations will measure the effectiveness of all staff in maintaining classroom discipline. <u>Tripod 7C Survey by students provides feedback for Teacher effectiveness in the 7C Framework</u>. Quarterly parent surveys will provide feedback for teachers and leaders. CEE surveys will be taken annually by students, staff and parents to analyze the climate and safety. Statistics on student management (discipline and recognition) will also be used.

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

<u>Goal:</u> Students will develop and express exemplary character traits, including honesty, self-discipline, unselfishness, respect for authority and the importance of work, as well as an understanding of the importance of community and service throughout the educational program.

Objectives: Hayden Canyon Charter will:

- Develop activities where students will build personal bonds and carry out responsibilities to one another and to the faculty and staff (EL concept: we are all crew), and regularly assess these responsible activities.
- EL Education core values are utilized as a framework to build a culture of ethical, caring and respectful character, excellence in quality work and perseverance, empathy and "others focused" relational character.
- Develop practices and learning activities that emphasize community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
- Develop practices and activities that emphasize adults modeling these important values at school.

Measurements: Rubrics with clear success criteria for age appropriate growth in areas of character will be used for student self-reflection and assessment, crew meetings, teacher mentorship of students, and student-led conferences, in evaluating character growth. Tripod In Class Peer Support student survey CEE surveys will be taken annually by students, staff and parents to analyze the climate and safety. Statistics on student management (discipline) will also be used. Teacher evaluations will include professional responsibilities.

4. The skills necessary to communicate effectively are taught:

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Hayden Canyon Charter will:

• Use classroom and community activities for the purpose of developing skills in written, oral, visual, and multimedia communication with individuals and groups across all disciplines

- Each expedition includes multiple oral and written communication components that are addressed in the rubric with specific success criteria for meeting proficiency standards.
- Elements of ELA include reading for information, reading for comprehension, close reading, citing evidence to back claims, analysis and synthesis of ideas in text, elements of writing, styles of writing, discussion of higher order understandings, analysis and synthesis from research, field work, text, primary sources, literature and video, presentation utilizing higher order capacities including creativity and underscoring depth of knowledge.
- Emphasize receptive skills (listening, viewing, and reading) as critical components of the communication process
- Use computers as tools to support the composition, dissemination, presentation, research, receipt and storage of communications.

<u>Measurements:</u> Student portfolios and exemplars will reflect excellence in various forms of communication such as reading, writing, listening, speaking, appropriate use of technology. Teacher evaluations will include alignment to proper use of technology during instruction and professional responsibilities. Student computer use will be logged and tracked to check for appropriate, legal and ethical use.

5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;

<u>Goal:</u> Offer a curriculum that enables students to be successful in high school and beyond because they are well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the application of those skills in authentic settings.

- Organize learning expeditions, guided by the EL Education protocols, which provide a rigorous interactive academic program where projects and service, rather than textbooks, drive pacing in accordance with state grade level standards.
 - Teachers will collaborate to determine pacing for Idaho CC mathematics and ELA proficiency targets and interweave these targets into science, social studies, and literature expeditions, including artistic and creative elements as well.
 - o From grades K-6 core subjects will be taught with a combination of focused direct instruction using the 5E model and, in tandem, integrated as a multidisciplinary applied utilization of numeracy, literacy, and creativity within an expeditionary unit or thematic arc addressing real world challenges.
- Require teachers and students to collaborate on setting learning goals, doing team and individual activities and assessing their own and the team's outcomes against their goals.
 - Proficiency targets are clearly outlined and unpacked, and /or reviewed each day, using rubrics that clearly outline success criteria along a continuum from beginning, to emerging, proficient and mastery. Rubrics may extend to exceptional for certain projects, targets, and other expedition assessments.

- Provide students regular opportunities to communicate their learning to peer and public audiences and have those audiences evaluate and provide constructive feedback.
- Encourage and enable students to engage in extracurricular activities that extend the range of their learning activities beyond what the school can provide.
- Regularly assess individual student needs and supplement Expeditions with established methodologies to reinforce basic skills, including tiered learning and assessment strategies.
- Ensure students can perform at proficient and/or advanced levels on the ISAT for grades K-6 by holding all students accountable to proficiency levels in state ELA, math, science, social studies grade level benchmarks and beyond. These proficiencies are assessed daily, weekly and quarterly in projects, expeditions, and products showing growth toward desired outcomes.
- Engage parents in student-led conferences that equip and empower students as the leaders of their learning. Students communicate what they have achieved throughout the year, establish new academic goals, reflect on areas for growth, and commit to the changes needed to actualize that growth. This cultivates ownership, responsibility for one's choices and actions, pride in creating good work, and an ethic of excellence.

Measurements: Daily and weekly formative and summative assessments. Student portfolios and public curriculum nights to share student work. ISAT, taken by all students and analyzed by grade level and specific groups. Teacher evaluations relating to use of expeditions and proper curriculum and assessment. CEE survey for analysis of extra-curricular activities.

6. The skills necessary for students to enter the workforce are taught;

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

- Create learning expeditions where students apply their foundation in reading, writing, problem solving, math concepts science, social studies, and computational skills to solve authentic problems utilizing relevant knowledge and skills, intellectual habits and characteristics, and an ethic of excellence that prepare students for success in life and work. 21st Century competencies.
- Equip students in developing the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; planning; solving problems; locating and evaluating information and learning new skills from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Equip students in developing the following personal habits important in the workplace: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; individual and teamwork skills (i.e., personal initiative, working with others); empathy, courtesy, and respect for

differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

• Provide a technology enriched environment, encouraging the effective use of technology as a tool for learning and in the workplace of the 21st century.

<u>Measurements:</u> Products produced for expeditions and units as summative assessments. Daily formative assessments. ISAT, and other State-mandated testing, taken by all students and analyzed regarding problem solving and proper research techniques. Student portfolios and other exemplars will be reviewed and displayed. CEE surveys will be given. Student and classroom recognition for achievement aligned with individual and community values.

- Major emphasis is placed in HCC on staff and student growth mindset, as well as cultivation of foundational character, skills and abilities.
- Advanced Competencies: creative and critical thinking (higher order thinking, Bloom's revised taxonomy—understanding, analysis, synthesis, creativity, beginning evaluation), effective communication built on strong literacy and numeracy, meaningful and useful collaboration, passion for lifelong learning, creative use of Information and Communication Technologies (ICT), innovation, creative and open-minded problem solving, perseverance, grit and tenacity.
- Character: honesty, integrity, pride and investment in creating high quality work—an "ethic of excellence" (Berger, R., 2003), empathy, respect, self-respect,
- These competencies are modeled by staff and leaders, and clear success criteria for each grade level are outlined in rubrics for students to reference and self-assess throughout the year.
- Teachers will use these criteria to evaluate student growth, and students will describe and reflect on this growth with their parent/guardian at their student-led conferences.

7. HCC students are introduced to current technology;

Goal: Ensure students become proficient at using technology tools (such as computers, scientific equipment, and networks linked to local and nationwide resources) to find information, record and manage data, and communicate ideas.

- Facilitate creative use of mainstream and innovative technology platforms such as (but not limited to) MS Office suite, Google suite, Prezi, Padlet, TinkerCad, Code.org; interactive whiteboards; blended learning using Kahn Academy, Learnzillion, Schoology, and Screencasting student-led explanations for building understanding, furthering learning, and using multiple forms of communication to tier learning and assessment; use of education/business apps for iPad and tablets such as Keynote, iMovie, StopMotion, TinyTap, digital camera, iTunes and iTunes University, etc...
- Ensure that students completing studies at HCC are proficient in keyboarding, using both a word processing and spreadsheet package, and using the Internet as a resource.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.
- Ensure that students can evaluate the quality and bias of information.

• Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

<u>Measurements:</u> Student portfolios and exhibitions will present proper research and technology-related tool use, which will be assessed through rubric criteria. Teacher evaluations will include observations regarding use of technology during instruction and assessment. The ISAT will be taken using proper technology, and will provide indicators of student understanding of technology, to inform future program needs.

8. The importance of students acquiring the skills to enable them to be responsible citizens of the homes, schools, and communities is emphasized.

<u>Goal:</u> Provide students with the skills and understanding necessary to become responsible citizens in their respective communities and professions.

Objectives: Hayden Canyon Charter:

- Provide a comprehensive program of community service through the use of Expeditions that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

<u>Measurements</u>: Student portfolios will include analysis of community connections and responsible citizenship. Student management data will be used to employ development of character and responsibility. Curriculum will be adopted which includes best practices in teaching social and emotional understanding. Student and classroom recognition of values related to citizenry.

Graduation requirements

N/A, HCC is a K-8 program

Special Education

Hayden Canyon Charter is a public school and therefore provides a free and appropriate education to all students, including students with disabilities, and will adopt The Idaho Special Education Manual from the State Department of Education. HCC recognizes the unique needs of all children and their potential for significant educational development and will provide educational opportunities designed to meet each child's needs. HCC will adopt Idaho State Code 33-5205(3) (r), Federal Public laws, and the Individuals with Disabilities Education Act (IDEA) guidelines regarding provisions for students who have

disabilities.

HCC will ensure facilities are appropriately accessible for students with <u>adaptive needs and/or</u> disabilities, as well as all visitors to the school. The building will be equipped with one or more elevators, ramps where appropriate, and accessible bathrooms, all compliant with ADA specifications for students and adults. HCC does not discriminate on the basis of race, color, religion, national origin, sex, age, sexual identity or disability.

HCC will hire at least 1.0 FTE Special Education instructor for grades K-6 at projected initial enrollment of 209 235 students in year one, and increase SPED educational and classified staff FTE in accordance with increased enrollment as well as the addition of grades 7 and 8 in years two and three. HCC has a SPED contingency budget for hiring one or more part time specialists to meet the accommodation needs outlined in a student's IEP, such as an occupational therapist or speech and language specialist, SPED transportation, and potential adaptive equipment.

To be eligible for services under IDEA, a student must have a disability that 1) meets state criteria, 2) adversely affects educational performance, and 3) results in the need for specially designed instruction and/or services. HCC will identify special needs students, through a variety of measurements including, but not limited to, state standardized tests, kindergarten readiness, performance assessments, in-class formative and summative assessments, hearing and vision testing, and teacher classroom observation. HCC will adopt the Idaho Special Education Manual as now adopted or as amended in the future and with all federal regulations dealing with Special Education. The Idaho Special Education Manual will be used for identifying, evaluating, establishing programming, developing Individualized Education Program (IEP), planning for and providing an appropriate continuum of services, developing our discipline policy, budgeting, and providing transportation for special needs students, as appropriate. That HCC will meet the needs of all students will be posted publicly on the school's website under the Parent Information tab as well as the Student Handbook. HCC will disclose 1) the availability of special education services, 2) the students' right to a Free and Appropriate Education, 3) confidentiality protections, and 4) the referral process.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code. Such students will be identified based on criteria established by the state of Idaho. HCC will ensure that a free appropriate public education (FAPE) is available to students who attend HCC and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, transportation, and/or assistive technology devices and services required to help the student benefit from his or her education program.

Screening of all students at HCC may include review of performance on statewide assessments, curriculum-based measures, performance on daily work in the classroom, teacher observations, hearing and vision screeners, kindergarten readiness measures and developmental milestones. Once screening has highlighted students of concern, the process of preliminary evaluation and intervention will begin as outlined below. If a student is found to be eligible for special education services at the charter school, services will be provided for the student in one or more of the following ways.

- HCC will comply with Child Find Procedures. When a child fails to make progress, or when a parent or teacher expresses a concern about a child's performance in school, the school will convene a Student Study Team (SST), as a preliminary evaluation team, comprised of an administrator, the student's teacher, the SPED instructor, school counselor, and a parent/guardian to review all available data regarding the student, to include work samples, grades, assessment data, etc. The student will be observed in the environment where the concern has been identified. The observer will be someone who is not directly involved with the student to ensure an objective observation.
- All data will be reviewed and the SST will outline interventions that will be implemented to assist the student in achieving academic success in the school environment. All recommendations will be in writing. The team will designate a time to meet and review the student's progress. If the student is demonstrating progress, a productive Response to Intervention, there may be no need for additional Student Study Team meetings. If the student continues to demonstrate struggle in areas of concern in Response to Intervention (RTI), another meeting will be held to develop further interventions or the SST may refer the student for a formal evaluation to determine eligibility and/or need for special education services. A Procedural Safeguards Notice will be given to parents which will contain a full explanation of special education rights.
- Having sent and obtained written notice and consent for assessment, HCC will form a multidisciplinary/eligibility team consisting of at minimum, an administrator, SPED instructor, an individual student's teacher and parent/guardian_ to consider an HCC student's eligibility for Special Education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider who meets applicable certification requirements for the State of Idaho. In addition to the team, all staff will be trained and expected to adhere to RTI protocol to identify and evaluate students in possible need of special education or related services. In determining student eligibility under IDEA; the evaluation team (which includes educators and the parent and/or student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum. All interventions used will be research-based and continuously monitored to find the best option for every student identified.
- The multidisciplinary/eligibility team, including the parent and student, when appropriate, will meet to review all data to include evaluation results and determine eligibility for special education services under IDEA. If the multidisciplinary team determines that the student qualifies for special education and requires services, an IEP will be developed.
- After the IEP meeting, the parent will receive a written notice from the school regarding the determination of eligibility.
- A certified Special Education teacher will be responsible for, implementing, monitoring and supervising the IEP and will ensure that all supplementary aids and related services are provided, as identified in the IEP. The Special Education teacher will take the lead in coordinating and

implementing an IEP for each student which will include collaboration between teachers, the Instructional Director or designee, parents or guardians of the student and other professionals who may assist in an educational capacity. The team will direct services in an inclusion or pullout model depending on the degree of intervention necessary to meet the student's needs and including as many assessments and progress indicators as possible. HCC's emphasis on expeditionary learning explicitly encompasses all learning abilities in the inclusive classroom environment to the level most practicable. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA; however paraprofessionals may not deliver the preponderance of services. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. All supplemental curriculum will be evidence-based.

- Students will be served in the least restrictive environment (LRE), educated with age-appropriate students in the regular classroom environment to the maximum extent appropriate. HCC will consider the students' needs in the continuum of alternative placements and services which may include, but are not limited to, general education classes with supports, special education classes, replacement curriculum, therapies and behavioral support to the best extent possible.
- HCC will contract with private provider for the provision of "related services" such as transportation or assistive devices. Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. At every possible opportunity, HCC will work with the University of Idaho Assistive Technology Center to acquire relevant assistive devices for students. In the event that the IEP team determines that the student's academic needs cannot be met on site, the IEP team will determine the least restrictive environment complying with IDEA.
- Disciplinary challenges with special education students will be addressed and assessed by the multidisciplinary team at IEP meetings in accordance with the vision and mission of the school. Consideration for changing a student's continuum of services based on behavioral choices that are not in accord with the the expectations of the school health and safety policies will also take into consideration the ways in which administration and staff can support the student's growth toward behavioral change through the use of Positive Behavioral Interventions and Supports leading to the student's ability to re-enter a less restrictive environment on the continuum. Teachers and Administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12, and titled "Discipline") to address these issues as well as the duration of suspensions and possible expulsion while upholding the student's right to FAPE. If a change in placement is deemed necessary, a written notice on the date in which the decision of the change is made, and copy of Procedural Safeguards will be provided to parents, which will contain a full explanation of the decision and description of special education rights. When manifestation determinations occur, staff will provide proactive use of Positive Behavioral Interventions and Supports (PBIS).
- HCC will publicize online at the school's website, in the school enrollment form, and in the Student Handbook that the charter is a public school and therefore provides a free and appropriate education

to all students, including those with disabilities.

• HCC will maintain confidentiality, protecting student and parent rights, and protecting the confidentiality of personally identifiable information.

English Learners

Hayden Canyon Charter School is committed to ensure that English Language (EL) students identified:

- attain English Proficiency within three years of their initial enrollment;
- develop high levels of academic attainment in core academic subjects as measured by grades, attendance and graduation goals and;
- meet the same challenging state academic standards

Hayden Canyon Charter will apply the federal definition of EL as defined by Title III and IX of the ESEA. Registration materials for all enrolled students will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home. The HLS will be reviewed upon return, prior to the first day of school, by an administrator who will then determine students meeting the state criteria for ELP screening. Students who meet the criteria as potential candidates for language services will then be assessed using the W-APT or current Idaho ELL assessment, for potential placement into a language program. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Placement decisions for new English Language students will be based on W-APT_standards.

Identification and assessment of English Language students will be completed within 30 days of the opening of school. Once this process is complete, EL students will be placed with appropriate supports within 2 weeks.

In accordance with the state EL Program Guide, a letter will be sent home to parents/guardians informing them in their native language of their student's qualification for language services, with an option to waive services. Students who are placed in the EL program will be assessed each spring with the Idaho W-APT to determine proficiency and growth. Parent's/guardians will also be informed by letter in their native language, of their student's growth and the support plan for the following year based on the assessment results.

HCC will primarily consider the "Push in" model as well as Co-teaching for providing services to ELs, and other models that would still fit within the vision of the school, if more extensive services are required. Based upon the needs of identified EL students, HCC will determine the best instructional approach likely blending the Natural Approach and Whole Language Approach, using Project GLAD strategies as these approaches and strategies fit best with the philosophical and integrated curriculum models used at HCC. Based on our student EL population, the Board, administration and teachers will select curriculum and resources from the cadre that are standards-based and proven successful, which will best meet the needs of our EL students within the scope of the school's expeditionary focus. HCC will follow the WIDA ELD standards in relation to content area instruction, and provide yearly Professional Development training in these standards as well as in the instructional approach, curriculum, and resources chosen for EL support. HCC will provide, as appropriate, certified teachers to facilitate and oversee the EL program, who will also

work with teachers in incorporating the WIDA ELD standards in instruction.

Target growth objectives, intermediate and annual goals will drive the instruction based on student need with as much inclusion as possible. Students identified in an EL program may also qualify for an Educational Learning Plan (ELP) if it is determined they would benefit from accommodation on content assessment or content instruction above and beyond the EL program plan. The ELP team may include but not be limited to the student's teacher, certified EL teacher, administration, parent/guardian, interpreter, and if appropriate, the student. Parents of HCC EL students will be involved in the process for determining the best educational course of action for their students including but not limited to involvement in the creation, implementation and/or evaluation of the school's EL Program and their student's ELP. If parents do not speak English proficiently, an interpreter will be provided.

EL students will be continuously monitored by state trained staff for the required minimum of 2 years, when the students will either be exited or re-classified into an updated program. Data will be collected from the Placement Test, State Standardized Assessment data, the annual summative assessment ACCESS 2.0, grades, teacher referrals, previous EL services and EL Instructor recommendations if applicable, to determine qualification for exiting the EL program, or being re-classified should the need arise. Once a student has met the Idaho exit criteria, and has been exited into a monitoring status, the student will remain in monitoring status for two years for accountability purposes. Monitoring status will not begin until students have met the Idaho exit criteria and have been exited from the school's EL program.

As with all programming at HCC, certified administrators and teachers will evaluate the efficacy of EL programming and each EL student's ELP with quantitative and qualitative data to determine that we are meeting each student's needs. Measurements such as performance assessments, formative and summative assessments, standardized tests, WIDA assessments, teacher observation and parent and student feedback will inform and drive EL program and student ELP adjustments and changes as needed.

Dual Enrollment

HCC will dual enroll students in accordance with ID code 33-203 as long as there is space available, with priority given to full time students. Dually enrolled students may be displace by regularly enrolled HCC students. Dually enrolled students shall meet the same behavioral and performance standards as regularly enrolled HCC students. If a dually enrolled students fails to meet the academic requirements of a program, the student will not be able to continue with that program in that year and in the year subsequent to losing eligibility. When HCC expands to include 7th and 8th grades, there will be advanced opportunities offered for those students seeking high school credit for courses meeting their academic needs in areas such as, but not limited to, math and ELA. HCC students will be allowed to participate in dual enrollment programs at other educational institutions.

Expeditions will provide opportunities for students to apply the highest levels of their cognitive capacity. Hayden Canyon Charter will share these <u>dual enrollment</u> opportunities with parents and students in the school Handbook, at parent information night, and on the school's website.

Tab 4 - Measurable Standards, Accreditation, and Accountability

Measurable student educational standards (MSES)

MSES and Assessment at HCC

Expeditionary schools pursue an expanded view of student assessment of achievement that evaluates the <u>four-three</u> distinct indicators of achievement: mastery of knowledge and skills, quality of student work, and evidence of character and engagement. and growth in 21st Century competencies.

Student performance on assessments can be measured in two ways, both of which are valuable—achievement and growth. Achievement describes the absolute levels attained by students in their end-of-year tests. Growth, in contrast, describes the progress in test scores and other formative/summative assessments made over the school year.

HCC will use a cadre of measurement tools, including but not limited to formative, summative, and performance assessments, rubrics, standardized assessment of achievement and Value-Added assessment to measure student growth in relation to teaching and learning. Value-Added assessment by identifying identifies the progress made by individual students, against their last performance, and the extent to which individual teachers and our school have contributed to that progress. Predictions are made about the amount of growth students are likely to make in a given year based on reviewing test score gains from previous grades. ISAT scores from the year prior will be used along with formative assessments including pre-tests, KWL, and open ended questions with written and discussion components, to establish baselines for student growth.

Rubrics will be the predominant evaluation tool for projects, investigations, field work, presentations and overall expedition scoring as well as for Core Targets as they are excellent tools for measuring both growth and achievement. Students who reach proficiency levels before submitting final products will always be encouraged to evaluate their work and form a plan for increasing their achievement by one level or more. Mastery level and beyond (i.e. Exemplary) extend the learning and offer enrichment to students who are ready for more challenge, are seeking to grow more, or are capable of learning at higher levels in one or more areas of achievement. In this way, students who are confirmed as gifted and talented are afforded the opportunity to learn at the pace and level of their highest capacity in any given subject. These higher categories of achievement may include a variety of options in any given category to increase the likelihood of engagement and invigorating but not overwhelming challenge.

Students will not be allowed to turn in work that is less than proficient in the final draft or iteration—it will need to be submitted meeting all proficiency standards. With multiple opportunities for feedback and revision, staff supports, and scaffolding, students will have every resource to ensure grade level success in all targets. Staff will decide grading norms for upper elementary and beyond, based on rubric levels. It is likely that students achieving proficiency will earn grades along the B continuum, while students earning mastery level achievement or higher will equate to A level or A+ grades. Grading scales and expectations will be decided upon by the leadership and staff at HCC and outlined in the Student Handbook.

Measurable Student Educational Standards:

<u>MSES</u>	Measurement Tool(s)
Knowledge, Understanding, and Skills:	
85% of students with 90% attendance rate, enrolled for two consecutive years will score proficient or advanced, or show an increase of at least 1 years growth on the ISAT for ELA	ISAT ELA/Alternative ISAT
85% of grade students with 90% attendance rate, enrolled for two consecutive years will score proficient or advanced, or show an increase of at least 1 years growth on the ISAT for Math	• ISAT MATH/Alternative ISAT
• 85% of students with 90% attendance rate, enrolled for two consecutive years will score proficient or advanced, or show an increase of at least 1 years growth on the ISAT for Science in grades 5 and 7	 ISAT SCIENCE/Alternative ISAT IRI
• Reading on Grade Level: 80% of students in grades K-3 who maintain 90% attendance, will be achieve a score of 3 on the spring IRI in the first year of the school operation. By the end of the second year of operation, 85% of 3rd grade students will achieve a score of 3.	 <u>Staff designed/EL Education open source rubrics</u> <u>Pre-post assessments, formative/summative evidence</u>
80% of students with 90% attendance rate, enrolled for one year will achieve grade level proficiency or greater in all targets taught across all subject areas	 Staff designed/EL Education open source rubrics Pre-post assessments, formative/summative evidence
• 85% of students with 90% attendance rate, enrolled for two consecutive years will achieve grade level proficiency or greater in all targets taught, across all subjects	 Staff designed/EL Education open source rubrics Pre-post assessments, formative/summative evidence
• 90% of students with 90% attendance rate, enrolled for three consecutive years will achieve grade level proficiency or greater in all targets taught, across all subjects	Staff designed/EL Education open source rubrics
80% of students with 90% attendance enrolled for one year will demonstrate grade level proficiency or higher on all	<u>Staff designed/EL Education open source rubrics</u>

project/expedition targets final bv submission

- 90% of students with 90% attendance enrolled for two years will demonstrate grade level proficiency or higher on all project/expedition targets by final submission
- 95% of students with 90% attendance enrolled for three or more years will demonstrate grade level proficiency or higher on all project/expedition targets by final submission

Staff designed/EL Education open source rubrics

Evidence of Scholarly Habits, Character, and **Engagement**:

- 80% of students with 90% attendance rate, enrolled for one year will achieve proficiency or greater in all rubric evaluated targets, across all achievement areas related to character, as appropriate for cognitive level and/or age grouping
- 85% of students with 90% attendance rate, enrolled for one year will achieve proficiency or greater in all rubric evaluated targets, across all achievement areas related to character, as appropriate for cognitive level and/or age grouping
- 90% of students with 90% attendance rate, enrolled for one year will achieve proficiency or greater in all rubric evaluated targets, across all achievement areas related to character, as appropriate for cognitive level and/or age grouping
- 90% of students enrolled for one year or more will increase in their growth mindset beliefs as well as other scholarly habits as assessed by Tripod or similar student Survey instruments

- Scholarly Habits and Success Skills Rubric revised by HCC staff and adjusted for cognitive levels as needed (see appendix N, Staff Development)
- Assessing Character and Student Agency as informed by EL Education development guidelines for this type of rubric (see appendix N, Staff Development)
- Scholarly Habits and Success Skills Rubric revised by HCC staff and adjusted for cognitive levels as needed (see appendix N, Staff Development)
- Assessing Character and Student Agency
- Scholarly Habits and Success Skills Rubric revised by HCC staff and adjusted for cognitive levels as needed (see appendix N, Staff Development)
- Assessing Character and Student Agency
- Tripod student survey "Success Skills and Mindsets" or other similar instrument as determined by the HCC staff

High Quality Work:

- All students will show measurable growth each year in generating work that meets the grade level criteria for high quality, moving across the continuum throughout the course of the year, and finishing each year at proficiency levels of quality or above.
- Staff generated rubric for high quality work expectations and criteria at each grade level—informed by the rubric design criteria laid out by EL Education, Quality
 Work Protocol Facilitation Guide (see appendix N, Staff Development)

Additional Assessments

Expedition Projects

Students participate in project-based investigations within each grade level. Since expeditions may vary in length, a timeline for assessment depends upon the completion of each expedition project. The final product includes multiple measures in order to give a more complete and accurate picture of student achievement over time, and is evaluated using a rubric created by the teacher and students that is specific to each expedition. Most expedition rubrics include multidisciplinary knowledge and skills targets, along with growth targets in 21st century competencies, character, and evaluation of good work. Other target areas will typically include accuracy of content, quality of presentation, completeness, conventions of language, and other expedition specific criteria. Students will have opportunities to receive feedback and critique from peers and their teacher, self-assess, and draft multiple iterations throughout the production process until final submission.

Students should be able to predict their rubric level of achievement and overall grade by the time they submit their final product. If proficiency levels are not being reached through the normal feedback and coaching process in class, Response to Intervention (RTI) will assess and implement other strategies for supporting an individual student to success in the expedition.

Student-engaged assessment practices have the power to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that HCC will achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts.

Portfolios

Throughout the course of the school year, all students at HCC will develop and maintain a portfolio of their own work. Portfolios display work that is created over the course of the year and that illustrates achievement of Idaho Core and Content Standards, learning targets, and character growth. Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from expeditionary projects, schoolwork and college/career investigations. Select formative and summative assessments showcase student growth in each discipline. Students write reflections on how their work shows evidence of their learning, and progress over time. They also prepare for formal presentations of their portfolios. Development of the portfolios is directed by a teacher and reviewed by the parents in student-led conferences.

Student work is evaluated against specific rubrics to ensure students are building skills and knowledge that indicate they are meeting or exceeding state standards in core subject areas and progression toward becoming an educated person.

Student portfolios are archives of evidence that students have met Idaho Core and Content Standards. Unlike a yearly test, which is divorced from student ownership and reflection, the portfolio provides a clear, ongoing picture for students of what the standards look like when embodied in their own work. Portfolios compel students to unpack and analyze the standards, along with their classmates and teachers, and make sense of them as related to their own learning. The passage presentation provides a synthesis of this thinking, and also directly address Idaho Core speaking and listening standards at all grade levels.

In keeping with the school's integrated curricular goals, high-quality student work will be regularly displayed in public ways within the community and open for community assessment of the means by which students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments (Assessment of the school, not of individual students).

Benchmark Assessments

Benchmark assessments will be used to monitor progress toward long term learning targets and inform instruction. Regular formative and summative assessments will be utilized to assist teachers as they help students achieve the measurable standards of achievement for HCC as well as Idaho State Core Standards. These assessments <u>may</u> include regular classroom Math benchmark exams, classroom Spelling exams, and Subject Area pre and post assessments.

Tiered assessments target student strengths in communicating understandings so that the depth of understanding can be measured independent of the skill they may currently struggle with, such as grade level reading or writing proficiency.

Teachers at HCC will conduct assessments that may include:

- Benchmark assessments will be used to monitor progress toward long term learning targets and inform instruction e Observational Survey of Early Literacy (K-1) if developmentally appropriate
- Running Records (K-5) -Reading fluency, accuracy and comprehension
- Core Phonics assessments
- Math assessments -grade-level curriculum based
- Writing Assessment based on the Northwest Regional Labs rubric for Traits of Writing.
- Content-specific unit assessments in the areas of Science and Social Studies
- Surveys

Formative and summative assessments both qualitative and quantitative

Many formative assessment strategies qualitatively determine the depth of understanding students
possess before, during, and after learning experiences, and are designed to facilitate student growth
in depth of knowledge, understanding, and applied use of skills

Examples include:

- Questions of the Day—open ended or higher order questions that assess student prior knowledge, applied understandings, analysis, synthesis or creativity in relation to their understanding of a topic. Students take time to "think and ink" individually, "pair and share," or discuss their thoughts among their team, then share out and discuss whole class with crew leader guidance. Strategies to ensure entire class participation are employed.
- Expanded Utility KWL—Students write in red ink their own personal thoughts, prior knowledge and perceived understandings in the K and W columns (What do I <u>Know</u>, What

- do I <u>Wonder?</u>) Students collaboratively discuss and record in black ink, thoughts and ideas stimulated by peer influence and the collaborative process. Students write in blue ink in the L column (What have I <u>Learned</u>), any facts that add to their understanding of the topic from primary documents, online resources, video, professional experts, and text.
- "My favorite no" assesses quickly where students stand in their comprehension of mathematical algorithms or concept explanations, as they write the answer to a problem or question on a white notecard. The teacher gathers all cards and quickly pulls out a few examples of commonly made mistakes in problem solving or in content. Student's names are on the back of the cards, hidden from the class. The cards are shown using the doc cam, and students proceed to analyze where the mistake was made and collaborate to provide correct thinking in solving the problem or explaining the concept.
- Exit tickets provide a quick assessment of student understanding after a learning experience. Questions that address depth of understanding using analysis, synthesis, evaluation and/or creativity assess growth and progress toward proficiency in targets.
- Summative assessments quantitatively express student growth and outcomes.

Examples include:

- Expedition final products assess student learning in a myriad of formats, aligned with rubric success criteria that addresses proficiency standards for multi- disciplinary learning targets, the standards for quality work, as well as targets for growth in character and scholarly habits

 21st Century competencies.
- L-column summaries synthesize student research and learning in an applied context that
 address targets for a particular focus or unit, and can be compared to original thinking
 recorded in the K-column to assess growth as well. Student answers are evaluated based
 on rubric criteria for each target addressed.
- o Normed/criterion-based assessments, Pre-post tests
- Standardized testing, such as the Idaho State IRI and ISAT provide a snapshot of student gains throughout the year in higher order reasoning and communication applied to math and

Horizontal alignment among grades assists in gathering comparable data. Data analysis among grade band teachers provides useful information in determining Response to Intervention strategies, as well as tiered learning and assessment strategies.

Testing

HCC School will participate in all state mandated testing, including the ISAT, ISAT Alt, IRI, WIDA-Access assessment, Science End of Course exams, SAT, and NAEP. The school will have a certified test coordinator who will oversee the testing programs and insure the testing process is followed with fidelity for all tests.

Our administration and staff will coordinate the testing of students during the mandated testing window by utilizing school technology resources including PC lab, mobile laptops and computer-based classrooms. The Education Director will take the lead as the testing coordinator with the help of classified and certified staff to manage the test proctoring and scheduling. All personnel involved in state testing will be trained prior to the testing window to ensure strict test proctoring.

In addition to measurement of proficiency, student results are also analyzed by growth related to normalized data throughout the rest of the state by students of similar academic achievement. Measurement of student growth is an essential component to assessing a school and will be a focus of all educators at HCC.

- 1. Reading on Grade Level: 80% of students in grades K-3 who maintain 90% attendance, will be achieve a score of 3 on the spring IRI in the first year of the school operation. By the end of the second year of operation, 85% of 3rd grade students will achieve a score of 3.
- 2. Reading Comprehension: 85% of students in grades 3-5 at HCC who maintain 90% attendance, and have attended the school for 2 consecutive years, will score proficient, advanced, or have made more than a year's growth on the ISAT exams.
- 3. Language Arts: 85% students in grades 3-8 at HCC who maintain 90% attendance, and have attended the school for 2 consecutive years, will score proficient, advanced, or have made more than a year's growth on the ISAT exams each year.
- 4. Mathematics: 85% students in grades 3 8 at HCC who maintain 90% attendance, and have attended the school for 2 consecutive years, will score proficient, advanced, or have made more than a year's growth on the ISAT exams each year.
- 5. Science: 85% students in grade 5 at HCC who maintain 90% attendance, and have attended the school for 2 consecutive years, will score proficient, advanced, or have made more than a year's growth on the ISAT score for science exams each year

Families and students will be educated as to the importance of measuring growth and proficiency in numerous ways. HCC believes in a robust cadre of assessment measures to show the full picture of student capacity and achievement. Students will be prepared for each type of assessment, and ownership in showcasing excellence in achievement will be embedded in school culture and cultivated on a daily basis. For state testing, students will practice sample questions in the state allowed time frame, and staff will coach students on test taking strategies, taking breaks, staying hydrated, eating a solid breakfast, lunch and snacks throughout the day. Healthy snacks and sack lunch for students who would benefit from that support will likely be provided by the PTO.

REPORTING OF STUDENT PROGRESS

Annual Reports to Idaho State Board of Education and ACE

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate <u>HCC's progress in</u> that the school is meeting all MSES and performance standards <u>currently</u> prescribed by the State <u>5 Star rating system</u>, and other standards

still under construction (New ESSA accountability). This data can include emerging Idaho State Department of Education standards, benchmarks and/or HCC -developed criteria

Reporting of Student Test Results

Staff will report results of the following student tests to the Instructional Director who will compile a report to be presented to the Board:

- Individual student progress
- Grade level/school composite scores
- Year-to-year comparative results by subject
- Comparative results between HCC, state, and national averages

A Strategic Plan

This will be in place as part of our accreditation process with the State of Idaho. The HCC Board, Instructional Director, Expeditionary Learning, and staff representatives will develop the Strategic Plan. The plan will outline, by year, educational steps including needed assessment data, analysis, and remediation for all educational goals identified. Explicit action plans will be included to address each of the five dimensions of the EL based model.

Other Reports of Student Progress

Student Led Conferences

Teacher collected data such as performance on daily work, teacher observation, curriculum-based assessments and student attendance will be used in conjunction with other assessments listed above to report student progress, and set goals.

Goal setting conferences for students in Grades 1-8 with their parents and teachers are held at the end of the first month of the school year. Kindergarten goal setting conferences are held in December. Student-led parent conferences are held in January and again the last month of school. Both the teacher and the parents may schedule a conference at any other time as needed. An Information Management System, such as Power School, will be accessible to students and parents to monitor student progress and increase communication between families and teachers.

Report Cards

Formal report cards are distributed at the end of each quarter of the school year. All students receive standards-based grading criteria along with the specific Hayden Canyon Charter character and learning attitudes expectations. Progress Reports may be used under teacher discretion to provide more information.

<u>Student</u> Accountability and Support for Meeting <u>Learning</u> <u>Achievement</u> Targets and Habits of Work Targets

HCC will support students and hold them accountable for meeting growth and achievement goals with the following procedures:

- Working with colleagues, teachers will identify students who are not proficient in habits of work
 and academic targets. They will identify the plan for immediately increasing support for each
 student. A student support checklist (which identifies the issues and the plan) will be completed.
- Teachers will offer students regular opportunities for self-assessment on habits of work targets and academic targets.
- If, at the end of a term, a student continues to struggle, s/he will engage in a Student Intervention Team process.
- An intervention team composed of teachers and special education staff will provide intensive remediation to give each student more support and time as needed for reaching targets.

HCC is committed to following state guidelines for monitoring the academic progress of our student population. The data will be shared with staff, parents and the State Department of Education. Continuous and frequent progress monitoring will be given to students who do not meet state benchmarks. Data collected will be used to guide instruction and interventions Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments - disaggregating data by groups of students to recognize and address gaps in achievement.

Accreditation

Before opening its doors, HCC will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. HCC will complete the accreditation process appropriate for K-8 education and obtain candidacy status within the first year of operation. The accreditation report and/or self- evaluation will be submitted to the authorizer annually, as required by 33-5206(7). HCC will monitor its accreditation effectiveness using the following accreditation standards: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement.

School Improvement

If identified as a school in need of improvement, the board will actively examine data to ensure that effective leaders are in place. In addition the school's board and leadership team will look closely at multiple levels of data to begin determining where and what 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 HCC in school improvement efforts. We will utilize the state-wide system of support and 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 highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally the plan will include ongoing monitoring and involvement of the school's board.

Tab 5 - Governance Structure, Parental Involvement, Audits

Governance Structure

HCC will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected and appointed Board Directors will be legally accountable for the operation of the charter school. HCC commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. The policies and procedures of the Board will be directed to the administration for implementation. See By-Laws in Appendix A.

The initial Founding Board will transition to the Operating Board starting the first year of operation. By vote of the Board, the four (4) Directors with the highest votes cast will remain on the board as Board Appointed Directors and their varying terms will be determined by lot. The remaining three (3) directors shall be parent representatives and their terms will be determined by lot. The first term will be for three years, the second term for two years and the third term for one year.

The initial Founding Board will transition to the Operating Board of seven (7) Directors. The number of directors may be changed according to the by-laws and following representation shall be adjusted to comport with the number of directors.

By a vote of the Board, the four (4) directors with the highest number of votes will be designated as Board Appointed Directors A, B, C, and D. The remaining directors shall be designated as Parent Representative Directors E, F, and G. Both groups will be determined by lot as to which will represent which position.

Initial terms will be as follows: Position A - three years

Position B - three years
Position C - two years
Position D - one year
Position E - three years
Position F - two years
Position G - one years

Subsequent terms will be for three (3) years each. As terms of the Board Appointed Directors expire (A - D) the full BOD will renew, fill, or replace directors with persons having strengths that will be most beneficial to the needs of the Board. 2/3rds majority of the Board is required for selection. As terms of the Parent Representative Directors expire (E - G) ballots by parents of the students shall select the persons which will provide the best representation of HCC. The BOD shall fill vacancies of the board with a 2/3rds affirmative vote. Those directors shall complete the remainder of the term and shall stand for election or approval as above.

The Board of directors will annually assess the strengths of the Directors and the needs of the Board for expertise in education, finance, operations and public relations. As terms of Board Appointed Directors expire, based on 2/3rds majority of the Board, new directors will be recruited to fill those positions.

The Board of Directors will encourage each member to complete training to become certified as knowledgeable regarding proper Board functions and operations. The Business Director will allocate appropriate funds to provide adequate Board training.

Assessment and training will be provided by ISBA or comparable programs.

In anticipation of the need for new Directors of the Board, Hayden Canyon Charter will solicit a list of interested individuals from the community, volunteers and collaborators in HCC education. In a collaborative effort with the Hayden Chamber of Commerce and other non-profit organizations in Kootenai County, HCC will identify individuals who will help balance the skill sets needed for a strong Board of Directors. Once interested individuals have been identified, an election process shall be followed as defined above.

Ethical Standards

The authority of the Board of Directors (BOD) lies within the policies and directions provided in open public dialog and the individual members of the Board shall support the policies and directions affirmed by the Board.

The Board of Directors for HCC shall maintain a high level of integrity, perseverance and openness regarding individual actions concerning the business and operations of HCC as well as privileged information. The BOD is also expected to maintain a high level of trust and collaboration with the HCC staff, parents of HCC students and the community at large. Upon affirmative vote of 2/3rds of the BOD, an individual director may be removed from the board for failing to meet reasonable standards.

A signed copy of HCC's ethical standards for board members is included in Appendix D. <u>All new directors shall agree to and sign the oath of HCC's Ethical Standards.</u>

Board Oversight Responsibilities

The Board of Directors encourages open communication between the individual board members and the staff at HCC. It is paramount, however, that the BOD's line of communication is with the School/Business Director. In this relationship, the BOD and the administration perform separate, yet complementary tasks to ensure the smooth operation of the school and the effective learning of the students. Listed below are the various divisions of tasks.

- BOD ensures that the finances of the school are sound while the SD provides information to and recommends actions for board discussion and approval;
- BOD ensures that various governmental agencies are informed of the various aspects of the school while the SD provides the information and prepares the necessary forms for inspection and then forwards those forms to the respective agencies;
- BOD reviews business transactions for integrity of terms and conflict of interest, while the SD facilitates contracts with outside vendors;
- BOD approves the budget developed by the SD and ensures that the various funds are distributed in relation to the needs of the students and the requirements by law through proper internal controls
- BOD establishes the educational structure of the school while the SD implements and provides information as to the effectiveness of the program and the efficacy of student learning;
- BOD hires the SD and ratifies the selection of employees for the school.

There are numerous facets of school operations that require the distinction of duties listed above. In response to that, HCC has budgeted \$3,000.00 for BOD training in the initial year and will continue to provide board training in subsequent years.

Upon the successful completion of the HCC charter review and acceptance the BOD of HCC will review the strengths and weaknesses of the Board to determine any needs that may not be met at that time. For example, the BOD will be required to select the School Director and thus, the BOD will need interviewing skills for appropriately selecting the school's director. Strengths and weakness of the BOD will continue to change in relationship to the school's needs as the remainder of the HCC staff is selected. Finally, the BOD will need to transition to a governing board which will be focused on student outcomes and financial management.

The transition of BOD strengths and weakness will be provided by training as mentioned above and through selection of new Directors. New Directors will be recruited directly by the BOD to strengthen the board as a whole and they will be selected by popular vote by the parents of students at HCC to reflect the effectiveness of the educational program and the changes in governance structure that will be dictated with time.

The BOD will utilize tools and staff from the ISBA to assess the strengths and weakness of the BOD. ISBA will also provide the BOD with assessments and procedures for interviewing the School/Business Director and other personnel as needed and again when the BOD configures to the long term roll as policy makers. Self-assessment tools will be utilized to initiate the discussions of the BOD's collective disposition.

HCC's emphasis on parental involvement will greatly assist the BOD in identifying quality candidates for future BOD vacancies as well as allowing a natural process for vetting those persons through committee participation and leadership.

HCC will comply with Open Meetings Laws. The HCC meeting agendas are currently posted in a common public area as well as on our website. Policies that we will institute will ensure that the intent of the Open Meetings legislation is fully met and that decisions to completing transactions and formulated for governance are open and apparent to the public. We will provide such information except as required by law.

In addition to the BOD, HCC's Board of Advisors (BOA) will provide invaluable strategic expertise and support. Its members are available to provide important input in many vital areas including: special education; facility design & construction; public relations & community support; fundraising; performing and fine arts; athletic and other extra-curricular activities; helping to facilitate learning expeditions; community service opportunities; technology; business and entrepreneurship; and collaboration with secondary education providers just to name a few. An example of the latter is the relationship with University of Idaho as described in their letter in Appendix E. The BOA will also be an important resource for developing community education partnerships and sharing potential career opportunities with HCC students as visiting mentors.

Parental Involvement

Parents will have meaningful involvement in the educational process of HCC students (and teachers) through regular opportunities to contribute professional, intellectual and personal expertise. Many expeditions and projects will involve parents and feature parental skill-sets and knowledge. Parents will

have opportunities to volunteer for school functions and fundraising efforts as well. Parent volunteers will be welcome in the classroom. All volunteers will be screened at the main office with their driver's license.

Parents will have direct input to the governance of HCC through the election of parent Directors to the Board.

HCC will have a parent organization that will enhance the school environment and assist teachers and school administrators in their efforts to provide the best possible school experience for children.

Audits

Each year, HCC will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to code sections 33-5205, 33-5206, 33-5210, and all other relevant code sections.

Financial Reporting

HCC will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish 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). Such annual statements 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 school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will list develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, HCC 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). HCC will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).

HCC 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).

HCC will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

Tab 6 - Employee Requirements

Qualifications

HCC's full time and part time staff will meet or exceed qualifications required by state law. All instructional staff shall be appropriately_certified teachers as required by Idaho Code Section 33-5205(3)(g) 33-5210(4)(a).

Administrators will be appropriately certified as administrators.

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 turn in a completed fingerprint card to the school who will submit this background check information to the Office of Certification at the State Department of Education.

Professional Development and Evaluations

HCC is committed to having high-quality, well-trained teachers supported through extensive professional development aligned with its vision and mission. Staff will engage in job embedded professional learning and immersive training that maximizes the Professional Learning Community model. (EL Education Professional Learning Packs, 2016; Bransford, R. et al, 2005; Croft, A. et al, 2010; Darling-Hammond, L. et al, 2009) Professional learning will increase teacher mastery of expeditionary learning protocols, curriculum support and refinement, personal depth of knowledge, strategies for multi-disciplinary and arts integration within expeditions, higher order teaching practices for facilitating higher order learning and creativity, hands-on investigative experiences to increase STEM confidence in the field and lab, strategies for tiered learning and assessment, grade-band collaboration and vertical alignment, and micro-teaching opportunities for professional feedback. (Fullan, M., 2010; Ball, D.L, Cohen, D.K., 1999; Harris, D.N., Sass, T.R., 2008; Heaston, T., Marcum, B., 2011, Goldschmidt, P., Phelps, G., 2007; Hattie, J., 2008)

University of Idaho Coeur d'Alene has offered the use of their state of the art lab facility for teachers to practice and even design hands-on STEM investigations. Many, if not most teachers will be preparing lessons and experiences in-line with portfolio requirements for certification as an Idaho Master Teacher, and nationally, members of the STEM Master Teacher Corps. The Professional Learning opportunities afforded teachers at HCC will empower and equip them in preparing as master teachers in the focus of their choice. HCC Leaders and Professional Learning facilitators will use EL Education evaluation tools as well as rubrics from the Galileo Educational Network to promote teacher growth in best practices and protocols, and as tools to hone teacher skills and abilities addressed in the Danielson *Framework for Teaching*, used statewide for teacher evaluation.

Professional Learning will build teacher capacity toward mastery in the four domains of focus in the framework. The school administration will be trained in utilizing the Danielson framework for teacher evaluation, and coaching strategies for encouraging teacher growth and mastery in every domain. HCC will consider adding an evaluation category of exemplary to the rubric, in order that teachers may be recognized for their excellence and mastery beyond the proficient benchmark level. Administration and school leadership will create an evaluation and development process calendar, similar to the sample calendar on the State Department of Education's website, and included in the appendix. Domains in the Danielson

framework will be specifically tied to areas of development for teachers in expeditionary practices and protocols to purposefully cross train, developing teacher mastery with intentional use of expeditionary practices as a vehicle for growth in all domains.

Please see Appendix K for further elaboration on Professional Learning, works cited and resources, as well as evaluation tools.

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. If a staff member violates any of the Code of Ethics the HCC Board will discipline said employee up to and including termination.

Transfer Rights

HCC will be its own Local Education Agency (LEA). No employee transfer rights apply between HCC and any other school district.

Employee Benefits

It is the intent of HCC 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. HCC 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, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. HCC 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

The staff at HCC shall be considered a separate unit for purposes of collective bargaining.

Contracts

All teachers and administrators will be on a written contract with HCC, approved by the Board. All contracts will be conditioned upon a valid certification being held by such professional personnel at the time of commencement of said duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

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

Health and Safety

Safe Learning Environment

Hayden Canyon Charter's philosophy, practices and protocols ensure a school climate that is designed to protect the health and safety of students and staff. Specific policy and procedures are defined in the HCC Student Handbook. See Student Handbook, Appendix M, which will be posted on the school's website for continuous access. Policy and procedures are developed collaboratively with the Board of Directors,

teachers and parents, to ensure they are in accordance with the vision and philopsophy of the school. Health and Safety policies and procedures will be guided by those outlined by the Idaho School Board Association, with specific feedback from administration, staff, and parents. The administration and staff at HCC will communicate and consistently enforce and apply school policies and procedures.

General Policies and Procedures

Per Idaho Code 33-5205 (3)(1) and IDAPA 08.02.03.160, the Instructional Director, in conjunction with the Board and staff, annually review all policies and procedures relevant to safe learning environment, including but not limited to the following:

- School climate
- Discipline
- Drug, Alcohol, Tobacco free
- Weapons-free schools
- Student harassment, health, violence and suicide prevention
- Contagious and infectious diseases
- **Emergency Plan and Evacuation Drills**
- Confidentiality of personally identifiable information and protection of student rights
- Disaster preparedness
- Bullying
- Social media

Please refer to Student Handbook in Appendix M.

GENERAL HEALTH AND SAFETY PROCEDURES

HCC will comply with the following health and safety procedures and will adopt and implement policies regarding health, safety, risk management and unsafe school choice option policies as required by Idaho State Law. These policies at a minimum will address the following items:

Require fingerprinting and criminal history checks for all employees and volunteers in direct contact with students in compliance with Idaho State Law. This requirement is a condition of employment.

- Require that all students have proof of immunization or have a written parental waiver, and also a birth certificate or other officially recognized identification, before being enrolled at HCC.
- Require that all visitors sign in when visiting the school building(s), as detailed in HCC Policies Handbook.
- Provide a systematic timeline for establishing front entry foyer camera and security system for parents and visitors to communicate with office staff to be permitted entry. Identification such as university or agency credentials or driver's license may be required for visitors who are unknown to staff.
- Provide an inspection of the facility in compliance with Idaho State Law. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.

- Provide a policy and procedures for response to natural disasters and emergencies including fires and bomb threats, and lock-in and lock down procedures in response to external threats or student safety concerns.
- Provide a policy relating to infectious and contagious diseases.
- Provide a policy relating to the administration of prescription drugs and other medicine.
- Provide a policy establishing that HCC functions as a weapons-free drug, alcohol and tobacco free workplace.
- Provide a policy relating to student harassment and bullying
- Policies will be incorporated as appropriate into the student and staff handbooks and will be reviewed on an ongoing basis.
- HCC is cognizant of the need to provide character development and to protect individuals from negative peer pressures that often result in withdrawal, drug/alcohol abuse and suicide. Expeditionary learning protocols encompass building a school culture of compassion, empathy and support for one another. Crew time builds this in smaller groups, and the expectations outline this with opportunities to redirect students who fall short of the expectation, give them time to reflect and choose a different course, or remove privileges and replace them with service opportunities. HCC is exploring programs such as "Championeers" as a means to instill the positive character values we wish to develop in our students and prevent bullying.
- Both character development and disaster preparedness will utilize the extensive staff training available to ensure that student direction, drill exercises and agency interactions are effective.
- Disaster preparedness will utilize local emergency response agencies to develop a comprehensive set of plans for the best approach to foreseeable incidents. The primary agency HCC is working with in this effort is the Kootenai County Sheriff's Department, which provides law enforcement for the City of Hayden. The Hayden Canyon site is currently utilized for training by the Sheriff's Department and Kootenai County Search and Rescue. Also, a 0.5 acre site has been donated adjacent to the school site for a Sheriff Dept. Sub-Station, which will have a focus on neighborhood based law enforcement. Having this facility located next door overlooking the community park / playfields and school building will provide HCC with an extra level of protection.

Internet Safety

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. In addition, HCC has policies and procedures for computer usage as required by the Children's Internet Protection Act.

The school will implement and review measures to block or filter content and pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful and/or inappropriate to minors;

The school has policies for student Internet access, included in its Student Handbook. Students will annually discuss these policies. Students and parents will annually sign an agreement to adhere to them.

As technologies evolve and are adapted by teachers for classroom use, the Board may develop additional policies for teachers and/or students (and suggestions for parents) regarding: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using

electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

Additionally, educators at the school will work with students to develop the intellectual skills necessary to discriminate among sources, identify materials appropriate to their age and maturity levels, and evaluate and communicate information. School personnel will instruct students in their role as on-line users, so that they can use electronic resource networks in an appropriate manner.

Disciplinary Procedures

At Hayden Canyon Charter, the climate of the school is one of mutual respect, reaching for understanding, empathy, and rational problem solving. Crew leaders foster student growth in creating this type of learning community by mentoring them through conflict resolution and holding students accountable for their choices. School-wide, HCC may adopt a 3-step discipline plan where students are given the opportunity to turn their choices around in class, and exercise self-control, or if necessary, at step 3, they may be directed to the counselor and/or school director for support in ownership of behavior, strategies for self-regulation, and consequences for lack of self-control. We are committed as a staff to growth in character of all students, and each obstacle a student faces, or a negative choice that is made becomes an opportunity for mentorship toward positive change.

DISCIPLINARY PROCEDURES

Discipline

Discipline policies at HCC are for the safety and wellbeing of all individuals on school property or at school activities. If HCC school policy is violated, or an unlawful act is committed, the consequences may result in, suspension, expulsion and/or other disciplinary actions employed by the Board of Directors. The Educational Director or designee, in order to protect individuals and school property, will enforce all disciplinary actions and will conform to Idaho Codes or subsequent revisions of that code. All school policies will be given to parents upon enrollment, as well as being posted on the school's website and in the school front office at all times. Students and parents/guardians will sign policy agreement reflecting that they have read and will adhere to all policies.

Policy Violation Definitions

<u>Minor Violations</u> shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year as necessary. Examples may include disrupting the learning environments, willful disobedience, bullying, or name-calling. Violations of any of school policies shall be met with disciplinary measures defined by the Board or Education Director. Any staff member may correct a student.

<u>Major violations</u> are defined as any illegal actions conducted on school property, that may jeopardize any individual, an individual's personal property, or any part of school property or during any school activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or

assault. Any major violation will be reported immediately to school authority and/or local law enforcement and will result in the immediate disciplinary actions. Depending on the offense, consequences may include but are not limited to suspension or expulsion of all parties involved, consequences will be enforced by the Instructional Director and/or law enforcement.

School-Wide Rules

HCC will have a zero tolerance for any form of harassment. No one may jeopardize the safety or wellbeing of any person at school or on any part of school property or at any school sponsored activity. Harassment includes, but is not limited to a person's gender, race, ethnicity, color, religion, physical, mental, social, condition or educational aspects. This includes, but not limited to teasing, bullying, malicious jesting/joking, verbal, written, inferred and gestures, any form of communication including but not limited to any and all electronic devices, mechanical devices or hand written regardless of its origin.

No one may damage any part of school property. School property is defined as any part of the school building property, grounds, furnishings and any materials belonging to the school.

Classroom Conduct/Discipline Policies

Teachers are the primary discipline authorities in their classrooms and are empowered to maintain an appropriate learning environment for all members of the class. Each class -- teachers and students working together – will establish its own rules of conduct, within the policies of HCC and Idaho Statutes, and the discipline measures enacted when those rules are violated. This is to be seen as an educational experience, providing students with the opportunity to govern themselves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained.

The Instructional Director will work with staff and students to maintain a level of consistency in classroom policies throughout the school. A list of "non-negotiable" policies will be put in place school-wide which all students and staff will adhere to under the direction of the Instructional Director.

Suspension, Expulsion and Re-enrollment

All policies and procedures dealing with denial of school attendance to any student will be in accordance with Idaho Code 33-205.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the Instructional Director or designee. No person other than the Instructional Director or designee or the Board of Directors may suspend a student from HCC.

Ground for suspension may include but is not limited to the following:

- Presenting a physical danger to other students or staff
- Major, repetitive disruptions to the learning environment
- Harassment or bullying of another school member
- Drug or alcohol violations

A student may be suspended at the discretion of the Instructional Director or designee for disciplinary reasons, or for other conduct that is disruptive or detrimental to the instructional process of the school, to the health or safety of any student, staff member or visitor or the general climate of the school.

If a student that has been suspended or expelled from HCC or another local school; that student is strictly forbidden to come onto any school property, to attend any HCC school functions or activities until his/her suspension/expulsion has been satisfied/completed. If this violation occurs further consequence may occur at the discretion of the school administration, designee or Board of Directors.

A student may also be suspended when, in the judgment of the Instructional Director or designee the suspension is necessary for the health, welfare, or safety of the any individual at the school.

Period of Suspension

A temporary suspension by the Instructional Director or designee shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board of Directors that immediate return to school by the temporarily suspended student would be detrimental to any other individual's health, safety, and welfare at the school.

Expulsion

Only the Appeals Board, consisting of the Instructional Director or his/her designee and the Board of Directors, may expel a student. Expulsion will, at minimum, last the remainder of the school year in which the student is expelled. Parents of a student taken to the Appeals Board for expulsion will receive notice in writing 7 days prior to the hearing and will be given the chance to speak at the hearing on the student's behalf to contest the action per Idaho Code 33-205.

Ground for expulsion may include but is not limited to the following:

- Presenting a continued physical danger to other students or staff
- Illegal drug or alcohol violations
- Weapon violations (zero tolerance)

Once expelled, a student is no longer enrolled in HCC and is not allowed on any school property, unless authorized by the Instructional Director, Board of Directors or designee. That student's position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

If a Special Education student accumulates, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is a manifestation of the student's handicapping condition. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

Re-enrollment

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such reenrollment must abide by the general enrollment guidelines for the school. Any individual eligible for reenrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given. Other standards or requirements may be set forth at the discretion of the School Administrator, designee, or Board of Directors.

Any student having been expelled or denied re-enrollment may be re-enrolled or readmitted to the HCC by the Board of Directors or Instructional Director upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the Instructional Director or the Board of Directors from again expelling such student for cause. Other standards or requirements may be set forth at the discretion of the Instructional Director, designee, or Board of Directors.

Suspension or expulsion will be at the discretion of the Instructional Director or Board of Directors. A series of efforts may include but are not limited to the following steps:

- Step 1: Parent/guardian incident notification.
- Step 2: Instructional Director intervention in addition to step 1.
- Step 3: Suspension with parental notification in accordance with Idaho Code 33-205. Readmission will occur after a conference with student, legal guardian(s), and the Instructional Director.
- Step 4: Expulsion In accordance with Idaho Code 33-205.
- Step 5: The Board of Directors and/or the Instructional Director shall have the right to deny re- enrollment for disciplinary or attendance reasons.

In the case of a major violation as defined above, the progression of the steps may be altered.

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, and student handbook rules.

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

Tab 7 - Admissions, Discipline, Student Policies

Enrollment

The table below shows projected enrollment by grade and year with the number of classrooms and max. number of students per classroom in each grade. A larger version of this table with the corresponding building phasing information is located in Appendix I. As shown, the estimated enrollment upon opening is 209 235students in grades K – 6 consisting of 2 kindergarten classrooms and 1 each for grades 1–6. The maximum capacity is 868 683 students in grades K – 8 with 4 classrooms each. HCC is considering grouping two grades together (1&2, 3&4, etc.) as shown because it fits well with expeditionary learning approach with its emphasis on mentoring and relationship building. Note the projected % increase in enrollment from one year to the next is at a max. of 23% from year 1 to 2, decreasing to a low of 34% with an average of 10.7-13.9%. The building for HCC is designed to be constructed in 43% phases to grow incrementally so the size and expense can keep pace with enrollment only as needed. There are also 4 additional classrooms, two of which may be leased by Head Start and two by a local early learning center/pre-school. This shared-use will help reduce expenses and build relationships with these families providing a good source of future students for HCC.

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	Υ	ear		1			2			3			4			5			6			7			8			9			10		
Grade(s) for combined classes	Classroom Size (SF)	Classroom Area per Student (SF)	Max. Students per Class-room	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students	No. of Classrooms	Total Students per grade	Total Students
K (1/2 day)	840	40	21	1	AM-21 PM-21	42	1	AM-21 PM-21	42	1	AM-21 PM-21	42	1	AM-21 PM-21	42	1	AM-21 PM-21	42	1	AM-21 PM-21	42	1	AM-21 PM-21	42	2	AM-42 PM-42	84	2	AM-42 PM-42	84	2	AM-42 PM-42	84
K (Full Day)-1	840	37	23	1	K-10 1st-11	21	1	K-10 1st-13	23	1	K-10 1st-13	23	1	K-10 1st-13	23	1	K-10 1st-13	23	1	K-10 1st-13	23	2	K-20 1st-26	46	2	K-15 1st-31	46	3	K-33 1st-36	69	4	K-26 1st-66	92
1-2	840	35	24	3	1st-46 2nd-24	70	4	1st-39 2nd-57	96	4	1st-39 2nd-57	96	4	1st-44 2nd-52	96	4	1st-39 2nd-57	96	4	1st-44 2nd-52	96	4	1st-39 2nd-57	96	4	1st-32 2nd-64	96	4	1st-33 2nd-63	96	5	1st-51 2nd-69	120
3-4	840	34	25	2	3rd-25 4th-25	50	2	3rd-25 4th-25	50	3	3rd-57 4th-25	82	5	3rd-62 4th-63	125	5	3rd-62 4th-63	125	5	3rd-62 4th-63	125	5	3rd-52 4th-62	125	5	3rd-61 4th-64	125	5	3rd-64 4th-61	125	5	3rd-63 4th-64	127
5-6	840	32	26	2	5th-26 6th-26	52	2	5th-26 6th-26	52	2	5th-26 6th-26	52	2	5th-26 6th-26	52	4	5th-63 6th-39	104	5	5th-65 6th-65	130	5	5th-65 6th-65	130	5	5th-65 6th-65	130	5	5th-65 6th-65	130	5	5th-65 6th-65	130
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PHASE 1 22,960 SF									BUILDING INFORMATION																								
16 Classrooms, Restrooms & Elevator.						Cumulative Classrooms: 16																											
PHASE 2		17,360		me E	Postroom	0 8 Offi	oon 1	Multi-Purp	oco Bo	om		Cum	dative	Classro	omo:	24																	
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Notes:	2. Th	ere are	4 additio	nal c	lassroon	ns inclu	ided,	and there , two for loptional	Head S	Start	and two	for Ta	ake F	light Pre	-Scho	ol.																	

Admissions Procedures

HCC will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. In-state students will not be assessed tuition rates. Out-of-state students will be assessed tuition rates based on the cost of education at HCC, minus funding (if any) available to offset the cost of education for out-of-state students.

HCC will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer. The admission preference groups include:

- 1. Pupils returning to HCC (initial year does not include this first preference group);
- 2. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
- 3. Siblings of pupils already enrolled in HCC;
- 4. Prospective students residing in the primary attendance area of the school; and
- 5. All other students.

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

Admission preference groups are subject to change if required by revisions to Idaho Code 33-5205 and/or IDAPA 08.02.04.203.07.

Waiting Lists

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

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

Public School Attendance Alternative

Not Applicable.

Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.04.203.02, HCC will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by HCC 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, HCC will ensure that this process shall include the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. HCC will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

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 HCC to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil

having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The 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. An outline of Student Discipline is also included in the Student Handbook.

Student/Parent Handbook

In order to ensure that both parents and students understand the expectation for students at HCC, parents will receive a student handbook at registration.

See Appendix M for the draft student/parent handbook.

Tab 8 - Business Plan, Transportation, School Lunch

This section should not exceed 10 pages.

Business Plan

Business Description

Hayden Canyon Charter is a public K-8 school, organized as a non-profit organization under IRS Code 501(c)(3), and registered with the Idaho Secretary of State as Hayden Canyon Charter School, Inc. doing business as Hayden Canyon Charter, An Expeditionary School of Arts & Sciences (HCC). HCC's authorizer is the Idaho Public Charter School Commission, and as such, HCC will abide by all educational and business requirements set forth by that organization. The school shall be governed by a Board of Directors, and managed by an Educational Director and a Business Director. Each Board and staff member will be retained based upon their knowledge and experience in their respective fields, offering widely versed and appropriate leadership. As a public, tuition-free charter school, HCC welcomes children of diverse backgrounds, encouraging students from the local currently underserved populace. HCC will maintain focus on providing engaging and rigorous learning in a collaborative, inclusive, hands-on, project-based learning environment, while at the same time focusing on maintaining a solid business plan to ensure managed growth and financial security.

Pre-opening Plan

The Pre-opening timeline is included as Appendix J.

Marketing Plan

Marketing efforts will encompass teacher recruitment as well as student enrollment, parental involvement, and public awareness and support. In an effort to reach as many at-risk and underserved families as possible, HCC will utilize both traditional marketing methods, and modern marketing strategies. Touting the proposed transportation plan will significantly assist in the effort to accommodate underserved students who wish to attend HCC. Flyers, brochures, newsletters, press releases, and open house events will provide information to families that may not have access to online methods of communication such as social media, blogs, the HCC website, email, interactive surveys, viral videos, and other electronic or virtual methods. Outreach efforts in the community will continually target groups and businesses that have the greatest potential for reaching families with student age children.

Factors taken into consideration for evolving marketing efforts shall be as follows:

- Geographic areas with diverse socio-economic populations
- Potential students, including those who struggle in traditional classroom environments
- Offering unique growth opportunities for students
- Distribution methods that reach the greatest variety of students and their families
- The efficacy of hiring personnel with marketing skills minimizing outsourcing high level tasks
- Market research gleaned through surveys as well as grassroots efforts

- Marketing goals & strategies
- Student enrollment estimates
- Advertising and promotion
- The marketing budget
- Statistical data and analytics
- Marketing expense-to-enrollment conversion ratio
- Variations and corrections that increase effectiveness
- Review of the marketing plan

HCC's Marketing Committee will continue to function prior to the opening of the school and will adjust marketing focus as the school reaches maximum enrollment capacity. Aside from increased enrollment, marketing efforts will focus on maintaining a healthy interest level of HCC in the community, and enhancing the learning model through community involvement.

HCC's annual marketing plan will be an evolving exercise of efficiency and maximization of the benefit-to-cost ratios of each market strategy. Specific details related to goals, tasks, timelines, expenses, and individuals or entities responsible for the execution of the plan are highlighted below and shown in the budget. The school will also seek as many gratis marketing opportunities as possible, to minimize cost.

The Board of Directors will continue to oversee the marketing efforts, which include grass-roots and social media emphasis. Professional marketing firms and. Marketing is currently underway through the Board of Directors' Social Media influence, Press Releases, Open Houses, Door-to-Door campaigning, and word of mouth. Additionally, strategic partnerships with other charitable organizations are proving to generate solid leads regarding interested families. Marketing for HCC consists of a variety of tactics and tools, including, but not limited to the following:

- Direct mailing and door-to-door flyer distribution to primary attendance area households to generate interest in the school's learning model and to invite to open house events
- Community announcements (Public Broadcasting, Press Releases, featured news articles, fliers, etc.) regarding important dates or lottery deadlines
- Digital media sources, including community event-calendars, Facebook, Instagram, etc.
- HCC website (www.HCCSEL.org and future www.haydencanyoncharter.org)
- Brochures, posters and flyers
- Free to the public benefit concerts featuring popular musicians and entertainers
- Local media coverage of individual or collaborative student or teacher recognition, or school wide recognition
- Signage, naming opportunities, and sponsorship of FF&E and other assets
- Events (nature-walks and school-site tours, competitions, open houses, music and art programs, science and technology expos, sports events, etc.)

Management Plan

Hayden Canyon Charter will be organized with the Board of Directors (BoD) as the sole decision making body. The BoD will directly solicit, interview and employ the Educational Director (ED). The ED will, with BoD ratification, hire all other school employees including, but not limited to: the administrative assistant, the Business Director with BoD approval, the Instructional Leader (future, or if staffing

allowances permit) and the certificated and non-certificated staff. Initially, the ED may be the Instructional Leader.

The ED will be responsible for providing the BoD with all information necessary for the BoD to appropriately govern HCC. While the BoD individual members should be knowledgeable about operations of HCC, individual BoD members will not provide direct supervision of or work direction to the ED. The ED will be responsible for the development of all contracts for approval by the BoD.

The Business Director will collaborate with the ED, report to the Board, and will provide necessary financial reports to the ED, the Board, and appropriate governmental agencies as required by law and best practices.

School Financial Plan

Financial Oversight Policies and Plans

Financial Management

A broad concept which encompasses accounting, economics, marketing, production, and quantitative methods of measuring each. The objective of financial management is to maximize profit, even for nonprofit organizations, with planning and implementation of short and long term revenue generation and cost containment while obtaining a consistent cash flow with minimum liabilities. The Board and staff of HCC are committed to the educational success of our students, but also recognize that a successful school must also be maintained as a successful business. In this light, HCC will recruit those individuals well experienced in financial management specifically of non-profit and educational organizations. To ensure separation of duties, appropriate chain of command, transparency, and consistent financial management the future Business Director (BD) will collaborate closely with the Board, Education Director (ED), and staff. The BD will present financial statements and related reports to the Board at each meeting, and as frequently as necessary in coordination with the ED and staff. Until the BD can be staffed at full time per the state administrative allowance and the HCC budget, the ED will assume these duties. The Board will determine revenue and expense mechanisms and maintain oversight, with implementation by the ED, BD, and staff. Variances from Board approved revenue and expense or other budgetary benchmarks will be reviewed at each Board meeting or in a special meeting if required. Further, an annual audit by an external reporting firm will be conducted. Any exceptions will be immediately addressed with long term financial success and reporting compliance a continuing goal.

Income and Expenditure

HCC will obtain income through state apportionment, grant funds, private and public financial support, and school fundraising. Please see more detailed discussion of fundraising below. Additional income may be obtained through investment of excess cash when possible, utilizing risk averse, cash liquid short and long-term instruments at the discretion of the HCC Board and as directed by a licensed advisor. Financial oversight of revenue source identification, fund management, and reporting will be maintained by the HCC Board with implementation and daily management by the Business Director in coordination with the

Education Director and staff. Expenditures will be maintained in the same manner with oversight by the Board, and implementation via the ED, BD, and staff. Record keeping of income and expense transactions will be the responsibility of the BD utilizing FASB, GAAP, IRS, and SDE code, following all necessary and appropriate guidelines. Reporting will also be made to grant authorizers, local, state, and federal educational authorities, submitted in required format and timely manner. Financial statements will be made public to via paper, electronic, and other means affording full disclosure to appropriate parties.

Assets and Liabilities (Debt)

Management of assets and liabilities is a critical aspect of overall financial success. While often cash is held as the main focus, liquid and fixed assets and the ability to purchase and manage related short and long term debt is critical for stability and growth. HCC has prepared a Pre-Opening Budget to correspond with the Pre-Opening Timeline assuring that capital and other financial needs are assessed. In particular, cash and liquid assets have been reviewed, as well as fixed assets such as furniture, fixtures, and equipment. Although HCC will apply for all appropriate funding assistance, identification of fixed asset need and cost is critical and will be an on-going process as enrollment increases, staff and building are expanded, and programs are added. Typically, cash basis accounting would be applied to these transactions unless circumstances at HCC require change to accrual method per GAAP and IRS requirements. Cost basis valuation will be utilized unless market valuation is stipulated by related code. As with income and expense management, the BD will prepare Balance Sheet, Capital Asset Utilization, and other necessary reports for Board review. HCC will maintain a conservative approach with long term maintenance of secure assets and minimal debt.

Cash Flow

Net income and available cash are often thought to be the same; however, unless cash is cleared at the end of each business day, cash flow may differ greatly from net income. As a result, cash management must be carefully maintained separately from other financial matters. Cash management is a daily activity, particularly in the pre-opening and first year of any business. Cash flow analysis contains data related only to cash received and cash expended in a specified period. The ability to match cash outflow requirements with expected cash inflow must be calculated on a weekly or even daily basis. This task will be the responsibility of the BD, with input and support from the ED and staff. Materials requisitions and expense reports will be required of all staff members and program chairs, with cash expenditures approved in advance per budgetary stipulations and HCC Board policies. Cash flow shortfalls will be addressed immediately with the BD and ED, with Board involvement as appropriate. Cash excess will be maintained in short-term, insured cash accounts with future use at Board discretion. It is the goal of the HCC Board to maintain a minimum three month cash reserve for operating expenses, with a six month reserve the preferred goal, and to consistently meet all payroll, vendor, and other overhead obligations in a current manner.

The Pre-Opening/Start-up Budget and Assumptions are in Appendix G. The Three Year Operating Budget is in Appendix H.

Fundraising

The HCC Board of Directors, Business Director, Education Director, staff, and PTO will be proactive in researching financial opportunities including local, state, and federal grant offerings, private solicitations, public support, and events within the school. Board members and staff will be encouraged to forward information about all possible funding opportunities and suggestions in support of on-going fundraising, and to encourage school-wide support and facilitation. The Founding Board has suggested that HCC children due to age in K-6 and somewhat rural locations not be required to participate in fund raising activities which may compromise their safety or self—esteem such as door-to-door sales and fund raising competitions focusing on individual student sales.

Grant Writing Plan

Grant writing, application, and implementation is an on-going, year 'round process. The HCC grant plan will include identification of current and possible grant opportunities, application deadlines, scope of work requirements, implementation requirements, fund draw-down timing and amounts, tracking of in-kind requirements if any, and supplementary reporting requirements and deadlines to reflect use of funds. Each grant has different requirements, deadlines, funding processes, scope of work or use, based on the authorizer's intent. Some grants offer moderate funding but require narrow scope of work/use, heavy reporting requirements, substantial in-kind or matching funds; grants will be chosen based upon best use for the students and continuing financial stability of HCC.

Local grants will be researched through north Idaho organizations such as the Albertson Foundation through Bluum.org, Costco, Target, Kroc Center, and local service organizations such as Rotary International. Teachers will be encouraged to access funding opportunities for educators such as Donors Choose, to bolster their in-class supplies for expeditions. State grant opportunities will be sought through the Department of Education, Idaho Department of Lands, Idaho Parks and Recreation, and other applicable sources based upon our unique location and specific mission. Of particular importance to HCC is the Albertson's Foundation grant. This grant is now by invitation only; however, proper communication has begun between HCC and the BLUUM Foundation, a partner with the Albertson Foundation. We look forward to their response and are hopeful for an invitation to apply as soon as possible.

Federal level grants will be researched via the federal grant repository found at www.grants.gov. This site lists thousands of federal level grants, covering many industries, scope of work, application and funding requirements. The HCC Board will enlist the assistance of one or more Board Directors who have extensive background in grant writing, grant administration, use of the state and federal research sites, and the required Electronic Data System (EDS) and Payment Management System (PMS) which are required to submit many grant applications, and to request funding draws. One Board member is also a certified Grant Administrator through the Idaho Department of Commerce and has committed to work with the Board, with the ED, the BD, and staff to implement a successful grant writing plan.

Private and Public Support

Financial support will be solicited via local businesses and private individuals. We respect that many worthy organizations ask for financial support, and that private/public funds are at times limited. However, there is also great support for education in north Idaho, particularly for alternative or charter schools. As a result, we feel that a well-planned, reasonable fundraising campaign would be both appropriate and successful without over reaching our supporters. These activities will begin prior to school opening and may consist of such creative private funding opportunities as purchase of "naming bricks" within the entry of the new school, and recognition for donation of furniture, fixtures, equipment, supplies and other items from individuals, organizations, or companies. To date, companies including Costco, Wal-Mart, Best Buy, Kootenai County Literacy Program, Kootenai County Library System, and Microsoft Products Donation Program among others have been contacted to begin the donation process. Additional private/public support may be gained through Family Fun Night events, pre-opening BBQ party, and on-going PTO fundraising activities. Schools within the HCC area with similar enrollment and economic base have enjoyed fundraising results averaging \$20,000.00 per event. With the excitement of this beautiful new school, we feel that similar if not greater revenue may be achieved by HCC.

Transportation Plan

The primary attendance area of Hayden Canyon Charter is largely within the statutory 1.5 mile bussing rule. HCC will not provide transportation the first year. Year-2 will require approximately 6 miles of route to reach all the students eligible for transportation reimbursement. This route would be contracted.

HCC has reserved \$28,440.00 in the budget for year-2 transportation. This was calculated by using the state average transportation costs of \$3.95 per mile from FY 2014 actuals multiplied by the estimated 20 miles per day a bus would conceivably travel for student transportation.

HCC would receive reimbursements of approximately 60% of eligible costs from year 2. This amount would be used to expand the routes for greater coverage in year 3.

HCC wishes to make transportation available to as many students as possible and HCC will adhere to all appropriate laws, rules, regulation, and policies regarding student transportation including ID Codes 33-5205 & 33-5208.

School Lunch Program

HCC will pursue the means to obtain free and reduced lunch (FRL) information during the registration process in late August, once students have been offered admission. Appropriate documentation will be gathered annually and will meet the program requirements. As a participant in the National School Lunch Program (NSLP), HCC will adopt all policies required for the operation of the program, such as a wellness policy, and follow all guidelines, Code of Ethics standards, and Procurement Policies (2 CFR 200, Allowable and Unallowable Cost Guidance in Federal Programs) regarding meals and snacks served at the school or school events.

HCC food service options will be limited until the construction of the proposed kitchen in Phase II. HCC will pursue its food service program with the option of providing nutrition to students in the first year, and

will consider applying for the Free and Reduced Lunch reimbursement based on data collected during registration. HCC may choose one or more of the following lunch options: 1) Provide sack lunches for students who qualify for free and reduced lunch 2) Partner with a local school district that is willing to provide food to HCC students in exchange for a fee; 3) Contract with -one or more local restaurants on a rotating basis, that can offer meals according to NSLP regulations; 4) Serve food appropriate for preparation in a warming-style kitchen environment. Based upon data collected from the Free and Reduced Lunch surveys, HCC will also consider/apply to the cold milk and the Fresh Fruit and Veggies (FF&V) programs through the State of Idaho. The school will then make milk and FF&V available to encourage healthy eating and to provide continued energy. HCC will seek local, organic options as well as items from the HCC gardens when available.

Tab 9 - Virtual Charter Schools

N/A, HCC is not a virtual school

Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

Hayden Canyon Charter recognizes that collaboration with other organizations will make an invaluable contribution to its ongoing success and will actively seek business arrangements and strategic partnerships with other schools, educational programs, businesses, and non-profit organizations. Refer to Appendix E for letters of interest, and other information. HCC will seek to establish relationships with multiple supportive organizations, including but not limited to:

- The Institute for Community at Hayden Canyon The 501c3 that will construct, own and manage the school and community center buildings.
- <u>EL Education, Inc.</u> Although HCC will not be a contracted member of their network per their letter, they have offered to make resources available and provide as much support as possible otherwise.
- <u>Idaho School Board Association</u> HCC will be joining as a member.
- <u>Idaho Charter School Network</u> HCC will join this also.
- <u>University of Idaho</u> Per UI's letter, UI is committed to working closely with and supporting HCC and making available many resources, including learning expedition opportunities and professional development.
- <u>The Smithsonian Environmental Research Center</u>—The education office at SERC has graciously offered to promote classroom connectivity with senior scientists via web-conferencing and blogging.
- <u>Department of Environmental Quality, IdaH2O, Bureau of Reclamation and other agencies</u>—Board members have established relationships with faculty and staff tasked for outreach, who are committed to engaging with students and teachers in field work.
- These charter schools have generously offered advice and support: <u>Anser, Palouse Prairie, Coeur d' Alene Charter, Sandpoint Charter, Sage International, and also Summit EL School in the Spokane Valley.</u>
- <u>The YMCA</u> will work closely with HCC on many programs which will be beneficial for the students, especially in fitness and recreation. The YMCA will also be a great option for families for the times when the school is not in session.
- <u>Head Start</u> will lease two classrooms in the facility and be a source of new HCC students.
- <u>Take Flight Early Learning Pre-School</u> Their program is similar to expeditionary learning and they will also lease two classrooms and provide new students to HCC.
- Enable, Inc. An equestrian therapeutic riding serving at risk and special needs children which will utilize the existing equestrian center in Hayden Canyon.

- <u>Champions College</u> Is a private performing arts college that is interested in locating a branch campus in Hayden Canyon's Village Center. They also operate an after school performing arts program for elementary students called Championeers which also teaches valuable lessons regarding leadership, character development, bullying and suicide prevention, etc.
- Gem Community Citizens Project Group / Hayden Senior Center / Jumping Beans Mobile Food Bank The Community Center will be accommodating some of the Senior Center's programs and this will facilitate a mutually beneficial relationship with senior volunteers assisting with tutoring at the school and other helpful tasks. Their food bank can benefit from produce contributed from the school's community garden. For several years, a fun run to raise funds for the food bank has been held at Hayden Canyon.
- <u>Shared Roots Community Garden</u> A successful non-profit community garden in downtown Coeur d' Alene will advise and assist HCC with its garden program.
- <u>Second Harvest –</u> A local food bank that will provide free seeds for the HCC community garden.
- <u>Running Shoes for Kids</u> This is a local non-profit that also has staged family fun runs at Hayden Canyon for fundraising and increasing awareness.
- Northwest Academy of Music A highly respected local music school that is supportive of HCC and interested in collaborating to provide music programs for the students.
- <u>Various local businesses</u> There is growing support for HCC from various local business owners and community stakeholders, with examples being HCC's Board of Advisors. HCC will continue to seek out these relationships, it has been encouraging to see the strong support for children's and educational initiatives in this community.
- <u>Coeur d' Alene and Lakeland School Districts</u> HCC will seek ways to collaborate with the existing local school districts where possible. An example is that the CdA District has held its high school and junior high cross country meets at Hayden Canyon at no charge for the past few years and will continue to.
- <u>Hayden Historic Commission</u> Discussions are underway with the Hayden Historic Commission to consider the feasibility of relocating the historically significant Steel Log Cabin from nearby to the Hayden Canyon open space and the Commission operating a history interpretive center. This would give HCC students the opportunity to learn about history in the region firsthand, especially in the 4th grade when Idaho State history is emphasized.

Termination of the Charter

Termination / Closure Plan

Charter School Closure Plan

In case of termination, or non-renewal, the Board of Directors is responsible for the dissolution of the business and affairs of the school. HCC will fully cooperate with the commission for the dissolution process. If dissolution is needed then the Board of Directors of HCC will perform the following:

Notification of Parents

Parents or legal guardians of any student will be notified in writing of the school's closing. The notice will

include HCC's plans to help students identify and transition into a new school. The notice shall advise the recipient to contact the school where the student intends to enroll and to have the student's new school contact HCC to have the student's educational records transferred. The notice shall advise the recipient of the name and contact information of a staff person <u>or</u>, <u>if funds are insufficient</u>, <u>a director</u> at HCC who is prepared to assist students during the transition.

Records

HCC will assign a staff person or, if funds are insufficient, a director who is responsible for the transition of student records. All student families will receive written notice of how to request a transfer of student records to another school. A list of students whose records have not been requested for transfer will be submitted to the State Department of Education and the authorizing entity. Personnel records will be kept by the Board of Directors for a period of 4 years after the closing of the school. Former employees of the school may request, with a representative of the Board, a copy of their records at any time within the 4 years.

Notification of Local Public Schools

All Idaho school districts and charter schools that offer the same grades shall be notified, in writing, of the school's closure and the potential for transfer of students.

Follow-up Transfer

A follow up procedure will be established to determine where each student enrolled at the time of closing will continue his or her education. HCC will submit a report with this information to the State Department of Education and the authorizing entity.

Governance and Operations

Resolution Appointing Liaison

HCC's Board of Directors will adopt a resolution appointing Board members as liaisons under the direct supervision of the Board to coordinate the management of the dissolution of HCC.

Base of Operation

If necessary, a temporary base of operation will be established to complete the termination of HCC's affairs. HCC will publish notice of the location of the office and hours of operation and have operational telephone service with voice message stating hours of operation. This will assist in acting as custodian of and maintaining and dispensing student files and records, performing day-to-day closure duties, and maintaining custody of business records until all business and transactions are completed.

Insurance Policy

HCC will continue to have insurance coverage for a period following dissolution.

Finances: Audits, Assets, Liabilities State board of Accounts Audit

HCC will request an immediate and complete financial audit by Idaho State Board of Accountancy.

Financial Statements and Fixed Asset Schedule

Within thirty (30) days after the effective date of revocation, relinquishment of the charter or nonrenewal, the organization will have prepared a comprehensive fixed asset schedule and financial statements. HCC will update this fixed asset schedule and financial statements quarterly thereafter until dissolution is complete.

Resolution of Dissolution and Plan of Distribution of Assets

HCC's Board will adopt a resolution that the corporation be dissolved and that a plan of distribution of assets be implemented. Assets obtained with federal, state or private funds will be distributed according to guidelines established. All assets will be distributed pursuant to the terms of the Charter Agreement.

Asset Inventory and Creditor Determination

HCC's assets will be inventoried and determination of any secured creditors made. All assets obtained through federal funds will be transferred to the ACE for distribution to any other federally funded schools for use of their own desire.

Protection of Assets

HCC's assets must be protected against theft, misappropriation and deterioration. This may mean moving the assets from HCC to a safe storage facility. Insurance will be maintained on the assets until they are disposed of according to the plan of distribution.

Liquidation and Final Distribution of Assets

Assets will be liquidated in a manner to ensure the highest possible price is obtained. This may include, but is not limited to, selling assets at auction. If an asset is subject to a security interest, the secured party will be contacted. (Note: no asset may be given away, except as authorized by law. Furthermore, Board members of HCC and their relatives as well as employees and students of HCC will not purchase any asset unless the purchase is disclosed to HCC's Board and the disclosure is made a matter of record in the Board's official proceedings and approved by a majority of the non-interested directors.) Creditors will be paid according to IRS and other applicable codes as follows: Federal, State, local, payroll, sales, use and property taxes; employees; first position lien holders; subsequent petition lien holders; contractors; subcontractors; and others holding accounts payable interest.

All liabilities and obligations of the school must be paid and discharged (or adequate provision must be made therefore) to the extent of HCC's assets. Any assets held subject to written conditions or limitations must be disposed of in accordance with those conditions or limitations. Non-federally purchased items will all be sold or donated. Federally-purchased items will be returned to the authorizer for redistribution. Per

statute (33-5212), any remaining assets (funds) will be returned to the State to be distributed to the Public School Income Fund.

Final Audit

HCC will obtain a final audit of HCC's financial affairs once closure out and dissolution are complete.

Taxes, Withholdings and Other Payments

Final Tax Payments

HCC will determine taxes due and make final federal and state tax payments (every employer, including the school, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal income tax, social security taxes, and federal unemployment tax for such wage payments).

Withholding Tax Return

HCC will file the final withholding tax return.

Final IRS Return

File the final return with the IRS. (Form 990 and Schedule A).

Notify Employees and Benefit Providers

HCC will formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits. Notify benefit providers of pending termination of all employees.

Contracts and Creditors

Termination of Agreement

To the extent possible, all present leases, service agreements, and other contracts not necessary for the dissolution of HCC will be terminated.

Notification of Creditors and Debtors

Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to each creditor and debtor. Notify all creditors of the schools closure and request a final bill. Contact all debtors and request payment.

State and Federal Reporting

HCC will prepare and submit in a timely manner all required state and federal reports required. These reports may apply to educational programs or financial matters.

Dissolution Form and Reporting

HCC will prepare to complete the Secretary of State's dissolution form. When completing the form, HCC's Board must be prepared to bring all business reporting up to date with the Secretary of State's Office.

Coordination with Idaho Department of Education

HCC will coordinate with the Idaho Department of Education's Charter School Liaison regarding procedural issues as well as satisfaction of financial issues related to state and federal funding. The full plan for the dissolution of the school will be shared with the Department.

Closeout State and Federal Grants

HCC will compile a list of federal, state and other grants which will be forwarded to the State Board of Accountancy.

Dept. of Education Filings

HCC will file Federal form 269 or 269a if the school was receiving funds directly from the United States Department of Education 34 CFR 80.41.

Notice of Discontinuance

HCC will file the Federal Notice of Discontinuance Treasury Form 63 with the Department of Treasury.

Special Education

If applicable, HCC will contact the Special Education director regarding accounting for, and closing out, federal and state special education funds.

Deposit of Records

HCC will negotiate with appropriate legal entities to determine the disposition and final repository of HCC's records. Such entities might include the traditional public school district in which the charter school is located. Long term storage of records will occur at a secure location designated by the Board of Directors.

Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the authorized chartering entity, per Idaho State Statute, 33-5212.

HCC 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.

Additional Information

Tab 11 - Regional Professional Technical Schools

N/A HCC is not a professional technical school.

Appendix A: Articles of Incorporation and Bylaws

BY-LAWS

OF

Hayden Canyon Charter School, Inc.

DBA Hayden Canyon Charter A non-profit corporation

I.

DIRECTORS

The Board of Directors of this Organization shall consist of five (5), seven (7) persons or nine (9) Directors and the Directors shall Manage and run the corporation. The term of the Directors shall be initially staggered one (1), two (2) and three (3) years, and after an initial term, Each term shall be three (3) years.

Duties of the Board of Directors

Each Director serving on the HCC Board has a responsibility to advance the Mission of the school. The Mission of HCC includes process improvement and high measures of academic achievement. The highest levels of academic achievement shall occur the individuals serving on the Board of Directors are unified in their understanding of expeditionary learning pedagogy. Directors of the Board shall serve in a supportive capacity, rather than operational, and shall work in partnership with the school leader to achieve goals that align with HCC's original purpose. The Board is ultimately responsible for creating a synergistic relationship with school leaders that will result in high levels of student achievement.

Each Director of the Board has a responsibility to ensure internal Board competency for the above stated duties, in conjunction with fiduciary responsibilities. The Board of Directors shall be accountable to the authorizer, the state, the federal government, and the public to ensure that the school is operating in a responsible and strategic manner, according to its Mission and governance practices.

Among the most crucial responsibilities of the HCC Board of Directors are the following:

- Recruit and support an exceptional school leader; 1)
- Raise and allocate resources wisely;
- 3) Fulfill all compliance expectations;

4) Follow governance practices defined in the By-laws regarding board composition, committee structure, meetings, and dynamics.

II.

BOARD MEETINGS

All meetings will be open to the public and in accordance with I.C. 74-202.

Unless changed by a majority vote of the Board of Directors at the annual meeting in July, regular meetings of the Board of Directors shall be held on the second Wednesday of every month at such time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be noticed by or at the request of the President or not less than two (2) Directors. The person or persons authorized to notice special meetings of Directors may fix the time thereof, and notice of such special meetings shall be given by email or regular mail with at least five (510) days' notice (ID Code 30-30-505a). The commencement of the five (510) day notice period shall occur at the time the email is sent or at the time the notice is mailed, via U.S. Mail, postage prepaid. Emergency meetings may be called by the President or Vice President with five (5) hours' notice via email. Meetings of the Board of Directors may be held either within or outside the State of Idaho. Meetings outside of Kootenai County must be noticed at the last regularly scheduled meeting unless such meeting is for emergency purposes.

III.

QUORUM AND MANNER OF ACTING

A majority of the Board of Directors, of which one (1) such Director must be an Officer, shall constitute a quorum at any meeting. Decisions shall be made by majority vote for any vote, unless otherwise provided in these Bylaws or the Articles of Incorporation. In the absence of a quorum, the meeting shall be adjourned, and no business may be transacted.

IV.

VACANCIES

Vacancies on the Board of Directors, whether by resignation, death, or removal may be filled by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors may also be added by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors representing parents new positions shall subject to stand for election or appointment at the next regular election and their initial terms will be determined by the staggering of staggered to comport with existing rotations of the BOD. If more than one Director is up for election a toss of a coin will determine term rotations.

V.

ELECTION OF DIRECTORS

A) Board Appointed Directors: following the initial year of operation, Director openings (at the end of their staggered terms, death, or resignation) or when adding additional Director positions, shall proceed

through an application process, where potential directors are nominated by a member of a nominating committee, and confirmed by a 2/3rds majority vote by the Board of Directors BOD. The nominating committee will be appointed by the Board of Directors BOD. Board appointed Directors shall serve three (3) years terms, staggered, and may be reappointed for additional terms.

B) Patron Elected Directors: following the initial year of operation two, three or four Directors will be elected by the parents representing the students at HCC. The number of parent elected Directors will be in regards to 5, 7, or 9 2 of 5, 3 of 7, or 4 of 9 member Board of Directors. The initial size of the Board of Directors will be voted on by the founding Directors prior to the election as required by law. The initial election of Directors shall be a staggered rotation of not more than three (3) years.

VI.

RESIGNATION AND REMOVAL

Subject to the provisions of Section 30-33-69 30-30-609 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor Director may be selected before such time to take office when the resignation becomes effective. A Director may be removed with or without cause by a 2/3rds majority of the Directors then in office.

VII.

OFFICERS

The Board of Directors shall elect or appoint the Officers who shall serve at the pleasure of the Board. All Officers shall be subject to removal with or without cause. Officers shall have the authority and perform the duties prescribed by the Board of Directors from time to time and as may be prescribed by these Bylaws. New offices may be created by the Board of Directors. Election of Officers shall take place at each July meeting, and the first Board of Directors shall serve from the initial meeting to the following July.

SECTION I. OFFICERS. The Officers of the corporation shall be a President, Vice President, Secretary, and Treasurer, who shall be elected by the Board.

SECTION 2. TERM OF OFFICE. The Officers of the corporation shall be elected or appointed annually by the Board of Directors at the July annual meeting or thereafter as soon as practical. Each officer shall hold office until his successor shall have been duly elected or appointed and shall have qualified.

SECTION 3. REMOVAL. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

SECTION 4. VACANCIES. A vacancy in any office because of death, resignation, removal, is qualification or otherwise, may be filled by the Board of Directors of the unexpired portion of the term.

SECTION 5. PRESIDENT. The president shall be the principal executive officer of the corporation and shall in general supervise and direct all of the business and affairs of the corporation. He/she shall preside at all meetings. He/she may sign, with the secretary, treasure or any other proper officer of the corporation authorized by the Board of Directors, deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or these By-laws or by statute to some other officer or agent of the corporation; and in general he/she shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 6. VICE PRESIDENT. In the absence of the president or in event of his/<u>her</u> inability to act, the vice president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice president shall perform such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

SECTION 7. SECRETARY. The secretary shall: a) keep the minutes of all meetings; b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; c) be custodian of the organization's records; d) and in general perform all duties as may be assigned by the President or the Board.

SECTION 8. TREASURER. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; review and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies or other depositories as shall be selected; and in general perform all duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

VIII.

COMMITTEES

- **SECTION 1. COMMITTEES.** The Board of Directors by resolution may designate and appoint one or more committees, each of which shall consist of two or more Directors, to exercise authority as deemed necessary by the resolution, for a time frame set forth in the resolution.
- **SECTION 2. CHAIRPERSON**. One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.
- **SECTION 3. VACANCIES.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments
- **SECTION 4. QUORUM**. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.
- **SECTION 5. RULES**. Each committee may adopt rules for its own government not inconsistent with these By-laws or with rules adopted by the Board of Directors.

COMPENSATION

Directors or committee persons shall not receive any compensation for their services, however they may be reimbursed for expenses with prior approval of the Board.

SEAL

The seal of the corporation shall be circular in form and shall bear the name of the corporation and the word "corporate seal, State of Idaho."

XI.

AMENDMENTS

The By-laws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular meeting or any special meeting.

DATED this 26 day of APRIL	,2016.
Vennet. Notabe	Charline & Beach
Vernon L. Newby, President	Char Beach, Director
- Xas	Patrick Agree
Jason Ball, Vice-President & Secretary	Patrick Jones, Director
Contlin Senbur	Athan)
Cynthia Reyburn , Treasurer	Chris Noland, Director
Sarah Etalle X	
Sarah Halstead, Director	

Appendix B: Elector Signatures

See the attached petitions signed by registered electors residing within the Lakeland and Coeur d' Alene School Districts with the Kootenai County's election officer's seal and verification of the accepted signatures. There are a total of 44 validated signatures.

Appendix C: Charter Start 101 Workshop Certificates

Vern Newby, HCC Board President and Jason Ball, Vice-President and Secretary attended the Charter Start 101 Workshop February 18-19, 2016 per the attached certificates.

Appendix D: Attendance Area Map and Boundaries

Attached are the following:

- 1. Map of the proposed school location and the Hayden Canyon and other neighborhoods within the primary attendance area.
- 2. Photographs taken in neighborhoods within the primary attendance area showing the diversity of existing housing.
- 3. Map showing existing public school locations and the boundaries off the CdA and Lakeland School Districts. Note the proposed HCC site is at the center of a 5 mile diameter circle where there is no other existing schools in an area that is rapidly growing.
- 4. Map showing estimated population within 5 and 10 mile radii of the proposed HCC location. The estimated population within a 5 mile radius of the proposed school site was 46,000 as of 2015 and 126,000 within a 10 mile radius which represents about 85% of the total population in Kootenai County.

Appendix E: Resumes of the Directors

The members of Hayden Canyon Charter's Board of Directors are listed below along with the Board of Advisors. Their respective resumes are attached. Also attached is the Code of Ethics Agreement signed by the Board of Directors. All the Board of Directors were significantly involved with the development of the petition, along with input from several members of the Board of Advisors.

HCC BOARD OF DIRECTORS				
Name	Position	Background	Role in Developing Petition	Will Remain Involved
Vernon Newby	President, Board of Directors	Retired from Avista Corp., Former Long-term Coeur d' Alene School District Board Member, Past President of the Idaho School Board Association	Significant: board governance, admin., transportation, attended Charter Start!, etc.	Yes
Sarah Halsted	Vice President,, Board of Directors	Educator, WSU MESA Middle School Coordinator, Program Director, STEM Mentor, College Crew Coach	Significant: expeditionary learning, educational, budget, outreach, etc.	Yes, potential staff member
Jason Ball	Secretary, Board of Directors	Marketing Manager for an Assisted Living Facility, Youth Sports Coach, Board Chairman of Hayden Senior Center and Jumping Beans Mobile Food Bank	Significant: business & marketing, community partnerships, tech., attended Charter Start!, etc.	Yes
Cynthia Reyburn	Treasurer, Board of Directors	Accountant, Business Consultant, College Professor	Significant: budget/ finance, community partnerships, etc.	Yes

Char Beach	Member, Board of Directors	National Board Certified Teacher, Professional Musician	Significant: educational, etc.	Yes, potential staff member
Chris Noland	Member, Board of Directors	Mortgage Banker, Former Youth Counselor & Music Teacher	Significant: budget/finance, outreach, etc.	Yes
Patrick Jones	Member, Board of Directors	Former Boeing Engineer & Microsoft Compliance Analyst	Significant: research, outreach, social media, etc.	Yes

Code of Ethics Board of Directors Hayden Canyon Charter, an Expeditionary School of Arts and Sciences

This Code of Ethics manifests the commitment of the Board of Directors for Hayden Canyon Charter to adhere to ethical standards in upholding and promoting the Vision and Mission of the school. This Code of Ethics defines the high standards of professional behavior and wisdom needed to fulfill our obligations and commitments to serving on the Board. This Code reflects each individual Board Member's sense of purpose to inspire young minds through opportunities for educational excellence and character building.

While serving as a Director of the Board for HCC, I shall uphold standards of excellence. I accept my responsibilities to individually and collaboratively:

- 1. Promote the educational and personal development of students attending HCC;
- 2. Be a wise steward, more than just a stakeholder;
- 3. Adhere to appropriate governance practices;
- 4. Respecting that Board authority is with the Board as a whole and not individual members;
- 5. Respecting the autonomy of the Business Director/Instructional Director for daily operational decisions;
- 6. Upholding By-laws, Code of Conduct, operating principles, and policies;
- 7. Developing, reviewing and approving policies while respecting the ideas of other Board members:
- 8. Obey the Laws of Idaho and the USA, and ensure that regulatory requirements for HCC are
- 9. Establish organizational purpose according to the school's mission, vision, and core values;
- 10. Support and promote the school;
- 11. Respect the confidentiality of privileged information;
- 12. Seek process improvement regarding the effectiveness of policies and procedures;
- 13. Exercise fiduciary responsibility and safeguard HCC's finances and property, while growing the school's resources, supporting and promoting fundraising efforts, and ensuring legal and financial stability;
- 14. Be open, fair, transparent, and honest;
- 15. Attend Board meetings and come informed and prepared to address issues under consideration;

- 16. Honor staff members and volunteers with respect and consideration;
- 17. Participate in professional development initiatives and continuing education opportunities related to my service on the Board;
- 18. Ensure that performance outcomes and school goals are attained;
- 19. Establish, with the cooperation of the Administration, a system of support and regular and impartial evaluations of all staff;
- 20. Avoid conflicts of interest or the appearance thereof, and avoid using my position for selfserving purposes.

I acknowledge that the following motives, behaviors and actions are unethical, and I shall refrain from such actions:

- 1. Seeking personal advantage from my position on the Board of HCC;
- 2. Making disparaging remarks about other Board Members, Staff, Parents/Guardians, or Volunteers;
- 3. Discussing confidential matters with those not privy to such information;
- 4. Conducting unauthorized or subversive activity; and
- 5. Placing the interests of individuals, groups, or organizations ahead of the interests of HCC and its students.

Adopted by the Board of Directors of Hayden Canyon Charter, An Expeditionary School of Arts and Sciences:

DATED this 26 day of APRIL	,2016.
Vernon L. Newby, President	Charline & Beach Char Beach, Director
Jason Ball, Vice-President & Secretary	Patrick Jones, Director
Sarah Halstead, Director	Chris Noland, Director

		HCC BOARD OF ADVISO	DRS	
Charles Buck, PhD	Member, Board of Advisors	Associate VP & Center Executive Officer of University of Idaho's North Idaho Campus		Yes, as an advisor
Bill Jhung	Member, Board of Advisors	Region I Director, Post Falls Idaho Small Business Development Center		Yes, as an advisor
Glen Lanker	Member, Board of Advisors	Architect	Significant: facilities design, etc.	Yes, as an advisor
Nancy Larsen, PhD	Member, Board of Advisors	National Board Certified Teacher, University of Idaho Adjunct Professor		Yes, as an advisor
Ron Nilson	Member, Board of Advisors	CEO, Ground Force Worldwide, Inc., Board Member of: North Idaho College Trustees; Kootenai County Technical Campus; Boys & Girls Club, Greene Idaho Foundation		Yes, as an advisor
Kris Pereira	Member, Board of Advisors	CEO, Ginno Construction Company	Facility construction cost estimating	Yes, as an advisor
Bonnie Russel- Hunt	Member, Board of Advisors	Special Education Consultant, College Professor	Significant: special education, etc.	Yes, as an advisor
Tina Stevens	Member, Board of Advisors	Director, Northwest Academy of Music	Outreach	Yes, as an advisor
Terry Trainer- Wright	Member, Board of Advisors	Teacher, Community Volunteer	Significant: education, outreach, etc.	Yes, as an advisor
Amy Voeller	Member, Board of Advisors	Print Media Manager, Licensed Counselor, Coeur d' Alene Education Partnership Board Member	Outreach	Yes, as an advisor

Rachel Wheeler	Member, Board of Advisors	Take Flight Early Learning Center/Preschool Owner & Operator	Outreach	Yes, as an advisor
John Young	Member, Board of Advisors	President, Young Construction Group		Yes, as an advisor

Appendix F: Contract, Leases, Agreements

Attached are the following:

- 1. Letters from EL Education explaining their support for HCC, even though they do not have the personnel available to add another school in our region to their network. Nationally, with the growth of EL due to its success, they have had to limit their focus because of their available staff and resources and are concentrating primarily on selected geographical areas that are inner city urban environments for the most part. They have extended an invitation for HCC to be involved informally and take advantage of their materials and resources and also attend various EL events and training conferences. One of our current board members, Sarah Halstead is planning on attending two of these this coming July in Colorado.
- 2. Letter from Charles Buck of the University of Idaho, indicating their support and willingness to make resources available. They are interested in collaborating for example by making lab space and U of I owned natural areas available to train HCC teachers and provide learning expeditions. We are also discussing a potential mentoring program between U of I and HCC students.
- 3. Letter from the YMCA indicating their interest in managing the community center, which will be adjacent to the school building.
- 4. Letter of Intent from Head Start to lease two classrooms in the school building. They have a need to locate a facility in this area and there will be a comfortable transition for their students into HCC.
- 5. Letter from Rachel Wheeler, Owner/Operator of Take Flight Early Education, a well-respected local pre-school & early learning center, expressing interest in leasing 1 - 2 classrooms.
- 6. Letter and information from Hayden Gems, a local non-profit which operates the Hayden Senior Center and Jumping Beans Mobile Food Bank. The opportunity exists to collaborate in many different ways, from donating produce from the school garden to the food bank to after school tutoring of HCC students by seniors.
- 7. Letter from Tina Stevens, Director of the Northwest Academy of Music
- 8. Information regarding Running Shoes for Kids, a local non-profit which raises funds to provide running shoes for young student athletes where needed.
- 9. Letter and information regarding the Institute for Community and an initial draft of a template for the facility lease/space share agreement between the Institute for Community at Hayden Canyon (IFCHC) and HCC. As mentioned, IFCHC is the 501c3 which will own the land and finance the building construction and execute shared use agreements with HCC and other complementary users.

Appendix G: **Pre-Opening/Start-up Budget**

Three year Operating Budgets and Break-even Budget **Appendix H:**

In addition to the attached HCC budget information in the PCSC templates, also attached are supporting worksheets showing additional detail.

Appendix H:	Three year Operating Budgets and Break-even Budget

Appendix I: Facilities

The attached information is related to the following three facility options:

- 1. A phased new building to be located on donated land within the Hayden Canyon community campus.
- 2. Leasing portable buildings on an interim basis at the same location.
- 3. Leasing a portion of a nearby existing office building.

In addition, renting space in the nearby Hayden Adventist Church is being considered. This has promising potential for a suitable facility at a reasonable expense. HCC will forward specific information as it becomes available in the next few weeks upon further discussions with their Board.

Appendix J: Pre-opening Timeline

See the attached required PCSC Pre-Opening Timeline Template and an additional timeline with specific details related to HCC's administrative and academic preparations for the opening of the school.

Also attached is a timeline chart indicating the tasks and schedule associated with the construction of the facility and associated infrastructure.

Appendix K: Staff Professional Development and Evaluation

Professional Learning at Hayden Canyon Charter

The Expeditionary Learning Model Protocols, while inherently logical in applicability for many teachers, must still be unpacked and put into practice within the learning community of the school. Alongside internalizing the EL Core Practices (used with permission) and mastering the Protocols, remains the need for continued strengthening of content depth of knowledge (DOK) in the core disciplines of ELA, STEM, Social Studies and Health, as well as increasing confidence in discipline specific pedagogies, integration and facilitating powerful expeditionary experiences. EL education brings a holistic learning approach to the student experience in-class and in the field, encouraging and guiding a hands-on investigative inquiry approach to each expedition, as well as building essential 21st Century competencies within each student. Each of these areas must be fully developed in each educator to maximize the effectiveness and impact of the EL model for students at Hayden Canyon Charter.

Effective and efficient professional learning is developed through creative and immersive experiences.

EL Education professional learning and coaching protocols, along with support from higher learning institutions, efficiently and effectively utilize the professional learning community to create immersive experiences for teachers. The practices, protocols, content areas and pedagogies are explored through learner-driven investigation, facilitated by leadership, and designed to simulate the experiences of the students. A 4-day school week and Friday Professional Learning and Collaboration days allow for the time needed to work toward mastery of these protocols, as well as best practice in the classroom, lab, research and field contexts. In years one and two, to achieve proficiency in expeditionary learning practices and protocols, core discipline content and pedagogy, the following will be actualized:

- Leadership will attend one or more Professional Development opportunities for leaders between June 2016 and May 2017.
- Teachers hired in spring of 2017 will attend a 4 day immersive summit covering the essentials of the Core Practices and determining the areas of focus for an August weeklong professional learning opportunity, based on the Schoology.com modules.
- Applying a blended learning model, Schoology.com is the platform utilized by Idaho State
 Department of Education and scores of other educators as an online resource for learning through
 interactive modules. Haydon Canyon Charter School's leadership has created a course addressing
 each of the EL Core Practices, encompassing EL protocols, and grade level content as well as best
 practices for each discipline.
 - Each of the Core Practices is explored within a module containing video, supporting documents, online resources, questions for reflection and discussion during collaborative times, and assignments congruent with expectations for fulfilling the Idaho Master Teacher requirements
 - Content for Core Disciplines including ELA, STEM, Social Studies and Health are contained in the Instruction Core Practice module and will be unpacked throughout the year as content is also integrated into thematic arcs and expeditions

- o Pedagogical strategies in constructivist learning for each discipline are outlined, and opportunities to practice among peers are designed into each PL day.
- Module pacing determined by leaders and staff
- Each 6 hour Professional Learning day will encompass four learning focuses, interwoven throughout the day with intentionality and specificity of practices and protocols targeted. These learning focus will be chosen from:
 - o Field work/Hands-on investigative inquiry with professional experts
 - o EL Education Core Practices
 - o Discipline specific Depth of Knowledge and best practices support
 - Pedagogical strategies support
 - o Analysis of student work to establish norms of excellence and select exemplars
 - o Data analysis for formative and summative evaluation

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- · Meet the Modules
- Helping All Learners
- Using Data
- · Collaborative Culture

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Appendix L: Outreach activities

A variety of HCC outreach activities have occurred and will continue.

Date	Activity	Outcome
2013 to 2015	5 workshops have been held at a venue near the proposed school site to share the proposed vision of HCC and the expeditionary learning educational approach. 3 of these were facilitated by EL staff.	An initial base of supporters and interested families attended and contact information and much positive feedback was obtained.
October 17, 2015	An HCC information table was set up at the Harvest Fun Run event to benefit Running Shoes for Kids held at Hayden Canyon.	Several families with young children filled out interested family forms and the response was encouraging.
July 22 and 23, 2016	An information table was set up at the annual 2 day Hayden Days community event held at the City park adjacent to City Hall, which is primarily for families.	HCC brochures and interested family forms were distributed and questions answered. Many families expressed positive interest and 49 potential students were added.
Ongoing	HCC has an ongoing successful campaign for finding interested families to attend HCC. The campaign is well organized, detailed, and asks for K-6 student interest. Strategies being used are: door-to-door communications; online feedback via www.hccsel.org and Facebook; presentations at service organization meetings and community events such as Hayden Days; and placing HCC brochures and family interest forms at various locations in Coeur d'Alene and Hayden, especially at pre-schools. Also attached is a just developed teacher survey with information and questions for potential interested instructional staff which will be distributed shortly.	To date, there are a total of 222 269 potential students interested in attending HCC, based on the responses to the attached family interest form and on-line survey. Ninety of those students were added between June 1 and July 21, 2016. See the attached database for more information. Also included is a summary with graphs of relevant feedback. Facebook activity has resulted in a great deal of views, likes and messages within Facebook, indicating their level of interest including, "we fully support a high quality school" and "I'm interested in being an HCC Teacher". HCC has programmed Facebook to send emails and so far has sent over 1400 that contain a monthly update for parents and potential volunteers. Based on the significant growth in interest and support, we anticipate actual enrollment numbers will meet or exceed estimated projected opening enrollment.

Appendix M: Student Handbook

A draft of the proposed HCC Student Handbook is attached

Appendix A: Articles of Incorporation and Bylaws

BY-LAWS

OF

Hayden Canyon Charter School, Inc.

DBA Hayden Canyon Charter

A non-profit corporation

I.

DIRECTORS

The Board of Directors of this Organization shall consist of five (5), seven (7) persons or nine (9) Directors and the Directors shall Manage and run the corporation. The term of the Directors shall be initially staggered one (1), two (2) and three (3) years, and after an initial term, Each term shall be three (3) years.

Duties of the Board of Directors

Each Director serving on the HCC Board has a responsibility to advance the Mission of the school. The Mission of HCC includes process improvement and high measures of academic achievement. The highest levels of academic achievement shall occur the individuals serving on the Board of Directors are unified in their understanding of expeditionary learning pedagogy. Directors of the Board shall serve in a supportive capacity, rather than operational, and shall work in partnership with the school leader to achieve goals that align with HCC's original purpose. The Board is ultimately responsible for creating a synergistic relationship with school leaders that will result in high levels of student achievement.

Each Director of the Board has a responsibility to ensure internal Board competency for the above stated duties, in conjunction with fiduciary responsibilities. The Board of Directors shall be accountable to the authorizer, the state, the federal government, and the public to ensure that the school is operating in a responsible and strategic manner, according to its Mission and governance practices.

Among the most crucial responsibilities of the HCC Board of Directors are the following:

- Recruit and support an exceptional school leader; 1)
- Raise and allocate resources wisely;
- Fulfill all compliance expectations;

4) Follow governance practices defined in the By-laws regarding board composition, committee structure, meetings, and dynamics.

II.

BOARD MEETINGS

All meetings will be open to the public and in accordance with I.C. 74-202.

Unless changed by a majority vote of the Board of Directors at the annual meeting in July, regular meetings of the Board of Directors shall be held on the second Wednesday of every month at such time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be noticed by or at the request of the President or not less than two (2) Directors. The person or persons authorized to notice special meetings of Directors may fix the time thereof, and notice of such special meetings shall be given by email or regular mail with at least five $(5\underline{10})$ days' notice (ID Code 30-30-505a). The commencement of the five $(5\underline{10})$ day notice period shall occur at the time the email is sent or at the time the notice is mailed, via U.S. Mail, postage prepaid. Emergency meetings may be called by the President or Vice President with five (5) hours' notice via email. Meetings of the Board of Directors may be held either within or outside the State of Idaho. Meetings outside of Kootenai County must be noticed at the last regularly scheduled meeting unless such meeting is for emergency purposes.

III.

QUORUM AND MANNER OF ACTING

A majority of the Board of Directors, of which one (1) such Director must be an Officer, shall constitute a quorum at any meeting. Decisions shall be made by majority vote for any vote, unless otherwise provided in these Bylaws or the Articles of Incorporation. In the absence of a quorum, the meeting shall be adjourned, and no business may be transacted.

IV.

VACANCIES

Vacancies on the Board of Directors, whether by resignation, death, or removal may be filled by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors may also be added by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors representing parents new positions shall subject to stand for election or appointment at the next regular election and their initial terms will be determined by the staggering of staggered to comport with existing rotations of the BOD. If more than one Director is up for election a toss of a coin will determine term rotations.

V.

ELECTION OF DIRECTORS

A) Board Appointed Directors: following the initial year of operation, Director openings (at the end of their staggered terms, death, or resignation) or when adding additional Director positions, shall proceed

through an application process, where potential directors are nominated by a member of a nominating committee, and confirmed by a 2/3rds majority vote by the Board of Directors BOD. The nominating committee will be appointed by the Board of Directors BOD. Board appointed Directors shall serve three (3) years terms, staggered, and may be reappointed for additional terms.

B) Patron Elected Directors: following the initial year of operation two, three or four Directors will be elected by the parents representing the students at HCC. The number of parent elected Directors will be in regards to 5, 7, or 9 2 of 5, 3 of 7, or 4 of 9 member Board of Directors. The initial size of the Board of Directors will be voted on by the founding Directors prior to the election as required by law. The initial election of Directors shall be a staggered rotation of not more than three (3) years.

VI.

RESIGNATION AND REMOVAL

Subject to the provisions of Section 30-33-69 30-30-609 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor Director may be selected before such time to take office when the resignation becomes effective. A Director may be removed with or without cause by a 2/3rds majority of the Directors then in office.

VII.

OFFICERS

The Board of Directors shall elect or appoint the Officers who shall serve at the pleasure of the Board. All Officers shall be subject to removal with or without cause. Officers shall have the authority and perform the duties prescribed by the Board of Directors from time to time and as may be prescribed by these Bylaws. New offices may be created by the Board of Directors. Election of Officers shall take place at each July meeting, and the first Board of Directors shall serve from the initial meeting to the following July.

SECTION I. OFFICERS. The Officers of the corporation shall be a President, Vice President, Secretary, and Treasurer, who shall be elected by the Board.

SECTION 2. TERM OF OFFICE. The Officers of the corporation shall be elected or appointed annually by the Board of Directors at the July annual meeting or thereafter as soon as practical. Each officer shall hold office until his successor shall have been duly elected or appointed and shall have qualified.

SECTION 3. REMOVAL. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

SECTION 4. VACANCIES. A vacancy in any office because of death, resignation, removal, is qualification or otherwise, may be filled by the Board of Directors of the unexpired portion of the term.

SECTION 5. PRESIDENT. The president shall be the principal executive officer of the corporation and shall in general supervise and direct all of the business and affairs of the corporation. He/she shall preside at all meetings. He/she may sign, with the secretary, treasure or any other proper officer of the corporation authorized by the Board of Directors, deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or these By-laws or by statute to some other officer or agent of the corporation; and in general he/she shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 6. VICE PRESIDENT. In the absence of the president or in event of his/her inability to act, the vice president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice president shall perform such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

SECTION 7. SECRETARY. The secretary shall: a) keep the minutes of all meetings; b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; c) be custodian of the organization's records; d) and in general perform all duties as may be assigned by the President or the Board.

SECTION 8. TREASURER. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; review and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies or other depositories as shall be selected; and in general perform all duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

VIII.

COMMITTEES

- **SECTION 1. COMMITTEES.** The Board of Directors by resolution may designate and appoint one or more committees, each of which shall consist of two or more Directors, to exercise authority as deemed necessary by the resolution, for a time frame set forth in the resolution.
- **SECTION 2. CHAIRPERSON**. One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.
- **SECTION 3.** VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments
- **SECTION 4. QUORUM.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.
- **SECTION 5. RULES**. Each committee may adopt rules for its own government not inconsistent with these By-laws or with rules adopted by the Board of Directors.

COMPENSATION

Directors or committee persons shall not receive any compensation for their services, however they may be reimbursed for expenses with prior approval of the Board.

SEAL

The seal of the corporation shall be circular in form and shall bear the name of the corporation and the word "corporate seal, State of Idaho."

XI.

AMENDMENTS

The By-laws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular meeting or any special meeting.

DATED this 26 day of APRIL	,2016.
Vernon L. Newby, President	Charline & Beach Char Beach, Director
- Zas	Patrick Aores
Jason Ball, Vice-President & Secretary	Patrick Jones, Director
Cynthia Reyburn , Treasurer	Chris Noland, Director
Sarah Etalole *	*
Sarah Halstead, Director	

FILED EFFECTIVE

2013 MAY -6 AM 10: 59
SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION

OF

HAYDEN CANYON CHARTER SCHOOL, INC.

The undersigned, acting as incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation.

ARTICLE I.

NAME

The name of the corporation is Hayden Canyon Charter School, Inc.

ARTICLE II.

PERIOD OF DURATION

The period of its duration shall be perpetual.

ARTICLE III.

IDAHO SECRETARY OF STATE 95/96/2013 95:99 CK: 6410 CT: 246462 BH: 1372479 1 8 30.80 = 30.80 INC HOMP # 2 1 8 20.88 = 26.80 HOM EXPEDI # 3

PURPOSE

The corporation is organized exclusively for charitable, scientific, literary or educational purposes within the meaning of and pursuant to section 501(c)(3) of the Internal Revenue Code of 1986 (or under the corresponding provision of any future United States Internal Revenue law), including but not limited to maintain and operate a Charter School pursuant to Idaho Code Title 33, Chapter 52. References in these Articles of Incorporation to the "Code" shall be to the Internal Revenue Code of 1986, as amended from time to time.

C/98347

ARTICLE IV.

POWERS

The corporation shall have all powers provided for nonprofit corporations under the Idaho Nonprofit Corporation Act.

ARTICLE V.

INDEMNIFICATION OF CORPORATE AGENT

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

All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code 30-3-80.

ARTICLE VI.

LIMITATIONS

A. No part of the income or net earnings of the corporation shall inure to the benefit of, or be distributable to, any director or officer of the corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes, and reimbursement may be made for any

expenses incurred for the corporation by any officer, director, agent or employee, or any other person or corporation, pursuant to and upon authorization of the Board of Directors); and provided further that no director or officer of the corporation, or any other private individual shall be entitled to share in any distribution of any of the corporate assets on dissolution of the corporation or otherwise. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, except as otherwise provided in section 501(h) of the Code. The corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

- B. No part of the assets of the corporation shall inure to the benefit of or be distributable to any organization whose income or net earnings or any part thereof inure to the benefit of any private shareholder or other individual or any substantial part of the activities of which consists of carrying on propaganda or otherwise attempting to influence legislation.
- C. Upon dissolution of the corporation, all of its assets shall be paid over to organizations organized and operated exclusively for charitable or educational purposes and recognized by the Internal Revenue Service as exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any assets not so disposed shall be disposed of by a court of general jurisdiction in Kootenai County.
- D. Notwithstanding any other provision hereof, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization which is tax-exempt under the provisions of section 501(c)(3) of the Code.

E. Notwithstanding any other provision of these Articles during any period that the corporation is a "private foundation" within the meaning of section 509 of the Code, the corporation shall be required to distribute its income for each taxable year of the corporation at such time and in such manner as not to subject the corporation to tax under section 4942 of the Code; and the corporation shall be prohibited from engaging in any act of self-dealing as defined in section 4941(d) of the Code, from retaining any excess business holdings in violation of the provisions of section 4943(c) of the Code, from making any investments in such manner as to subject the corporation to tax under section 4944 of the Code, and from making any taxable expenditures as defined in section 4945(d) of the Code.

ARTICLE VII.

NO MEMBERS

The corporation shall have no voting members.

ARTICLE VIII.

BOARD OF DIRECTORS

All business affairs of the corporation shall be conducted by its Board of Directors; provided, however, that pursuant to Idaho Code Section 30-3-63(3), the following shall apply: The number of directors serving on the Board of Directors shall be fixed in accordance with the corporation's Bylaws, which number shall be no less than five (5) nor more than nine (9). The Directors shall be elected in the manner and for the term provided in the Bylaws of the Corporation. The names and addresses of the persons who are to serve as the initial directors are:

ARTICLES OF INCORPORATION - 4

Daniel Taylor, Chair 9892 Lamson Lane Hayden, Idaho 83835 Glen Lanker, Vice Chair 1029 E. Shadow Wood Lane Coeur d'Alene, Idaho 83815 Jason Ball, Secretary 305 Summerfield Loop Hayden, Idaho 83835 Cynthia Reyburn, Treasurer 1660 E. Club Lane Hayden Lake, Idaho 83835 Terry Wright, Member 10217 Cedar Court

ARTICLE IX.

Hayden, Idaho 83835

REGISTERED OFFICE

The address of the initial registered office of the corporation is 1029 Shadow Wood Lane, Coeur d'Alene, Idaho 83815, and the name of its initial registered agent at such address is Glen Lanker.

ARTICLE X.

PRINCIPAL OFFICE

The address of the principal office of the corporation is 1029 Shadow Wood Lane, Coeur d'Alene, Idaho 83715.

ARTICLE XI.

AMENDMENT

These Articles of Incorporation may only be amended by the majority vote of the corporation's Directors.

ARTICLE XII.

TAXABLE YEAR

The taxable year of the corporation shall be determined by the corporation's Directors.

ARTICLE XIII.

BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the corporation's Bylaws.

In witness whereof, I have subscribed these Articles of Incorporation this 29th day

of April, 2013

Glen Lanker, Incorporator



ARTICLES OF AMENDMENT

(General Business)

Title 30, Chapters 21 and 29, Idaho Code

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

Complete and submit the application in duplicate.

	The name of the corporation is:		
	Hayden Canyon Charter School Inc.		
	If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.		
	The text of each article being amended:		
	Article V.		
	Idaho State Code 33-3-80		
	Change to: Code 33-5204A		
	Sontombor 14, 2016		
	The date of adoption of the amendment(s) was: September 14, 2016		
	Manner of adoption (check one):		
	The amendment consists exclusively of matters which do not require shareholder action pursuant to section 30-29-1002, 30-29-1005, and 30-29-1006, Idaho Code, and was, therefore, adopted by the board of directors.		
	None of the corporation's shares have been issued and was, therefore, adopted by the incorporator board of directors.		
	Approval by the shareholders is required and the shareholders duly approved the amendment(s) as required by either Title 30, Chapters 20, 21, and 29, Idaho Code or by the Articles of Incorporation.		
	Secretary of State use only		
D	Pated:		
	Printed Name:		



ARTICLES OF AMENDMENT

(General Business)

Title 30, Chapters 21 and 29, Idaho Code

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

	Complete and submit the application in <u>duplicate</u> .
1.	The name of the corporation is: Hayden Canyon Charter School Inc.
	If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.
2.	The text of each article being amended:
	Article VI
	C. Upon the closure and dissolution of Hayden Canyon Charter, the Board of Directors shall ensure that all of its assets are disbursed according to I.C. 33-5212. First satisfied shall be for outstanding payroll obligations including taxes, and retirement and other employee benefits. Next satisfied shall be creditors of HCC. And then any obligations to the chartering entity. Any assets of HCC that were purchased through federal funds shall be returned to the authorizer for redistribution among other public charter schools.
3.	The date of adoption of the amendment(s) was: September 14, 2016
4.	Manner of adoption (check one):
	The amendment consists exclusively of matters which do not require shareholder action pursuant to section 30-29-1002, 30-29-1005, and 30-29-1006, Idaho Code, and was, therefore, adopted by the board of directors.
	None of the corporation's shares have been issued and was, therefore, adopted by the incorporator board of directors.
	Approval by the shareholders is required and the shareholders duly approved the amendment(s) as required by either Title 30, Chapters 20, 21, and 29, Idaho Code or by the Articles of Incorporation.
	Secretary of State use only Dated:

Printed Name: _____

Signature:



ARTICLES OF AMENDMENT

(General Business)

Title 30, Chapters 21 and 29, Idaho Code

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

Complete and submit the application in duplicate.

. Th	The name of the corporation is:					
Н	ayden Canyon Charter School Inc.					
	If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.					
. Tł	ne text of each article being amended:					
Α	rticle VIII					
lo	daho State Code 30-30-63(3)					
С	hange to: Code 3330-603					
. Tł	ne date of adoption of the amendment(s) was: September 14, 2016					
	anner of adoption (check one):					
	The amendment consists exclusively of matters which do not require shareholder action pursuant to section 30-29-1002, 30-29-1005, and 30-29-1006, Idaho Code, and was, therefore, adopted by the board of directors.					
	None of the corporation's shares have been issued and was, therefore, adopted by the incorporator board of directors.					
	Approval by the shareholders is required and the shareholders duly approved the amendment(s) as required by either Title 30, Chapters 20, 21, and 29, Idaho Code or by the Articles of Incorporation.					
	Secretary of State use only					
Dat	ed:					
Prin	nted Name:					
Sigi	nature:					

Appendix B: Elector Signatures

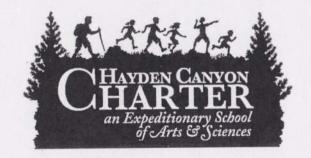
See the attached petitions signed by registered electors residing within the Lakeland and Coeur d' Alene School Districts with the Kootenai County's election officer's seal and verification of the accepted signatures. There are a total of 44 validated signatures.

STATE OF IDAHO

SS

County of Kootenai County





JUN 27 2016

Petition to Establish Hayden Canyon Charter as a New Idaho Public Charter School

1	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
4			- 12155 N PINETRES A	HAYDEN	208-762-5725	MCKAPIJE MINDSPRINGIO	6/25/16
-01	RAIG LEAF	1	1220 N P. 2/m Pd		208-964-3448	cleaf@gmail.	6/25/16
	Mary L. He	Very 2 tolson	12223 N. Piaetree Pl		208-772830	0	6/25/16
		- 1 1 At	12258 N Pinetre			netmat7/gma	6/25/16 1. som
	4DINE DEEMER		12474 NKelly Kne Dr		2087728160		6:25-16
4		alillian Mauncher	12488 Helly Rae de	Playelen	208-7624108		6:25:16
* 2	Bruce R. M. Gove	Bruce Kill Joven	12434 Kelly Rae	Hayden	208-651-559	7 -	6/25/16

STATE OF IDAHO

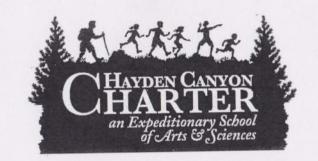
SS

County of Kootenai County

I, Jim Brannon, County Clerk of Kootenai County, hereby certify that $\frac{5}{27}$ signatures on this petition are those of qualified electors. Certified on this $\frac{27}{20}$ day of $\frac{1}{20}$.

Signed:

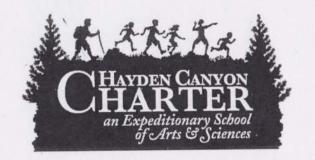




Г	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
8	HEATHER RHOUS	21	12023 N. FOLEST	Hayden			2016
XX	Jodie Smit	Joch Inthe	11820 Forest	Hayden			6/25/16
3	Alam Smith	aless	, ((- (4/25/14
*	Amber McDaniel	Caul Ma Panus	11521 N. Fores + RD Hayolun ID 83835		(208)	admicdaniel @1:ve.com	6/25/16
2	Jol McDunie GREGORY Charge	My My Surier	11821 N Forest RI	0	10866)976	gliven com	1 1- //
400	VI LONE CHAME,	,	HAYDON FO 83835 1751 FOREST D	/	208 GG1977d		6/25/16
8		V there I die	n/s			110	

STATE OF IDAHO)
	SS
County of Kootenai County)





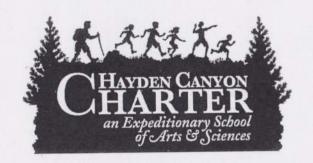


Г	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
ex		0 1	17241 N. Kelly Ra		208 n 659-1324	lable=30@hot	
		/ 0	12207 n Kollylaet	V	208-0122	terate 14t250	6-25-16
			12190 N K-ell en Pol		208-899-1324	26.	6-2576
_		V	12153 Kelly Ra DR		208-8/832	D-BOOKES Shotmil.	6-28-16
	Shave Maine	1		,	208-640-		6-25-16
	Shelden Nelsen		12079 Kelly RAJE 12666 W. Helly Roe dr	Hayden	208 - 724- 9348		6-28-10
INS	Sardra Nelsa	Sudal Note	12066 MKellyhou	Hape	208 425-1557	Ladysengol	o uzs

STATE OF IDAHO) ss County of Kootenai County)

Signed: Williams





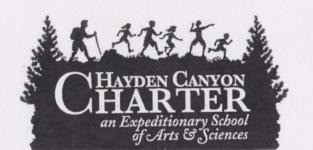


	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
SK	Laura Easthan	La hi Sout	11901 N Kelly Rae D	. Hayden	(509)939-08	88	6/25/16
af	Shelley Colombin	Sheller Clone	_ 1190) N Kelly Rae D	Hayden	(208) 755-78	502	6/25/16
&	Warfel Conkija		118341, KellyRAE	Hayden	208 112-6	184	\$/25/16
	Sdoryla Con Ki: w	0	γι / (10 10	11		6/25/16
	MARILYN FAVINI		11994 N. Forest	HayDen	208635 5	94	6/25/14
	Stanley PFAvily	1 1	11994 N Forest R	Hayden	(28)635 5690	/	4/25/2016

STATE OF IDAHO) ss

County of Kootenai County)







Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
Daylene Joyner	Darlene Joynes	11905N. Pinotseed	Hayden	28-772-	to jamere Idako	6/25/16
Jon Joynen	tombus	11905 AL PINCTAGE	HAgden	208-772-23,	3	11
Softer Wills rother	Jan Alle	11932 N. PINETZEE	HAYDEN	7729451		6/25/16
TANYA WILLOUGHBY	TZZZWW	11932 N.PINETREE RD	HAYDEN	W.		6-25-2016
Joyce Arpke	Ingu Angle	1240 N. KeligRacia	: Hayden			6/25/16
& LODEARINAN	9	12055 N. PINETROE	Hayden	951-453-	_	6-25-16
& Gearld McKAy	og. m. Ky	12155 N. P. wetres	Hayden	214-5283	_	6-25-16

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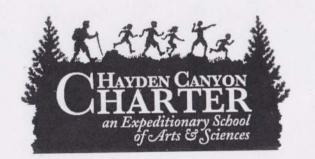
STATE OF IDAHO

ss

County of Kootenai County

Signed:





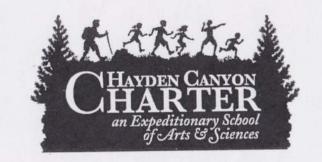
JUN 27 2016
By

Petition to Establish Hayden Canyon Charter as a New Idaho Public Charter School

ſ	Distant Deinted Name	Elector's Signature	Street Address	City	Telephone	Email	Date
&	De mis	Clever's / Legra		Hayden	208 699 7622	C Gmail. Con	16/25)
NR	Soft Llahley	30	1207EN Piretree	Hayden	208 646-4992	shadles ekh.og	6/8/16
NR	JONATHAN JEUSEN	R	12/30 Dinetree	HAYden	541 536 4224	(187	6/25/14
RIJA	Natisha Bown	Morry	12324 NRivetree Rd	Hayden	208.	1 @ Grail.	6/25/14
*	Tracy Sohrer	Huy Baldy	12467 Kelly Rae	Houyden	208-		425/16
an	Tracy Delvit	f Shackelly	12331 N Kelly Pac	lbyden	208	ttkeles gmal.com	4/25/14
118	ROB SHERM	l. Sur	12210 N. Kerry Rope	Hoyoer	755-3452		6/25/16

STATE OF IDAHO)		
) ss		
County of Kootenai County)		





I	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
IR	Kary Ferricola	Laty Dr	11957 NForestR	,	(208)719-0601		6/25/16
<	, , , , ,		tadyen ID 8383	5			6/ /
3	RIF	Por/1	1957 N'Forest	HAY Den	(306)		95/4
	VION TERNO	la H	Hayden ISS	1885	111 -00		170
No	ELEANOR HARRIS	26 Hornin	1939 Notorest Road HAYDEN	HAYDEN	212-3497		6-25-16
		1-4	11820		208		1 201
NK	Tristin Smith	1 min Sin	100 Forest Rd	Horyden	4581		6-25/16
4	Jack Roppidg	1elht-	11629 N Piretreelo	Hayden	208		6-25-16
•0		The same of the sa			5450		
3	T.D. BURNES	In B	11770 N. PINGREW	HAYDON	208 166 8462		6/25/2016
	Frandall	Joan Erasd	el		208		
N N	Louis	Jodi Caro	13798	Hoy den	712-5030		6-25-201
>	Joan		Je Vrei		112 3000		1 66

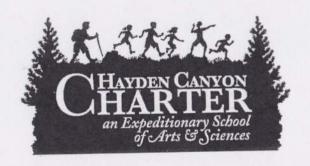
STATE OF IDAHO)	
) ss	
County of Kootenai County)	
	CL 1 CK 1 - 1 C t bank and that	2
	Clerk of Kootenai County, hereby certify that	
signatures on this petition are	those of qualified electors. Certified on this _	27_day

Signed:

County Clerk or Deputy



of Jule 20/4.



RECEIVED
JUN 27 2016
By \$\frac{1}{2}\text{S}

Petition to Establish Hayden Canyon Charter as a New Idaho Public Charter School

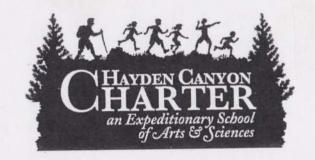
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
Patricia Johnson		12153 Kelly Rae Dr.	HowdenLK	288-661-418/		4.25-14
	V.	12122 KELLY ROED	Harran	208/7/9-14	howbat other	4/25/16
BARBARA DRAKE JULUGIREN	July Jun	pode Kelly RoeDi		208-71,2084		(e/25/14)
Andrew Spencer	1 1 1 1	11898 Kelly Rae Dr		208-(260-59)	40	6/25/14
Cherie Vidovia	Cai	11799 D Kelly Rac Dr	Hayde	208-772-3884		6/25/14
	300					

STATE OF IDAHO) ss County of Kootenai County)

County Clerk or Deputy

OFFICE AUDITOR AND RECORDER IN STATE OF IDAHO

JUN	27 2010
Ву	#S



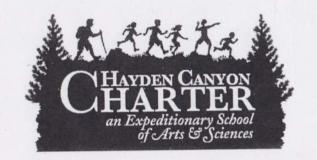
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
* ORlene Seterson	Orlene Faterson	1240 H. Kelly fac D	Hayten.	20 <i>8 66083</i> 8	OR leve peterson	4/26/14
* leton Pemp	Admily	1255 N. Kelly Rack	Hayden	2009/15/0	Seffer is Com	6/26/18
& Debraha Thompson	Q. Thongson	12710. N. Kelly Rae	Qr Hayden	208-640-149	2 -	6-24.18
Tene Konch	Len Jourh	1717777 Felley	Wayder.	286664	6	
Scott Rogell	Scott Rosen	12677 Kelley Ree	Hagden	509 9989		6-26-16
& Al Hetzles	al L. Files	12660 Kelly RAY BR	HAYDEN	20,55 99 13	alafteteles.	6/26/16
& Pet Thompson	P. Thompson	1270 KELLY REE D	e HAYDEN	10-3009		426/16

STATE OF IDAHO)
) ss
County of Kootenai County	1

Signed.







Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Email	Date
Robin Hetzler	Rollin Helo	126601. Kelly Roc	Hayden	208-659-1/48	robin hetzler @ Palico.com	424/4
					*	

Appendix C: Charter Start 101 Workshop Certificates

Vern Newby, HCC Board President and Jason Ball, Vice-President and Secretary attended the Charter Start 101 Workshop February 18-19, 2016 per the attached certificates.

Think Charter Schools it's all about the students



Certificate of Attendance

This certificate is awarded to

Vern Newby

Charter Start! 101 Workshop February 18-19, 2016

Muhelle Climent Taylor

School Choice Coordinator

Think Charter Schools it's all about the students



Certificate of Attendance

This certificate is awarded to

Jason Ball

Charter Start! 101 Workshop

February 18-19, 2016

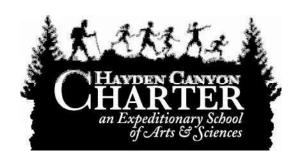
Muhelle Clement Taylor

School Choice Coordinator

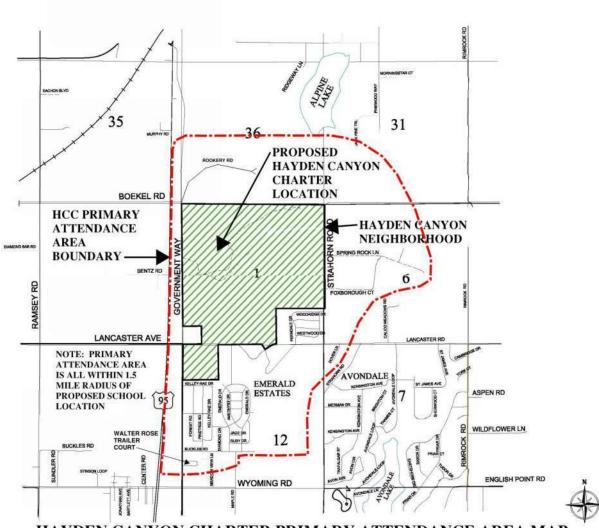
Appendix D: Attendance Area Map and Boundaries

Attached are the following:

- 1. Map of the proposed school location and the Hayden Canyon and other neighborhoods within the primary attendance area.
- 2. Photographs taken in neighborhoods within the primary attendance area showing the diversity of existing housing.
- 3. Map showing existing public school locations and the boundaries off the CdA and Lakeland School Districts. Note the proposed HCC site is at the center of a 5 mile diameter circle where there is no other existing schools in an area that is rapidly growing.
- 4. Map showing estimated population within 5 and 10 mile radii of the proposed HCC location. The estimated population within a 5 mile radius of the proposed school site was 46,000 as of 2015 and 126,000 within a 10 mile radius which represents about 85% of the total population in Kootenai County.



PRIMARY ATTENDANCE AREA



HAYDEN CANYON CHARTER PRIMARY ATTENDANCE AREA MAP

PHOTOS OF EXISTING NEIGHBORHOODS WITHIN THE HCC PRIMARY ATTENDANCE AREA IN HAYDEN











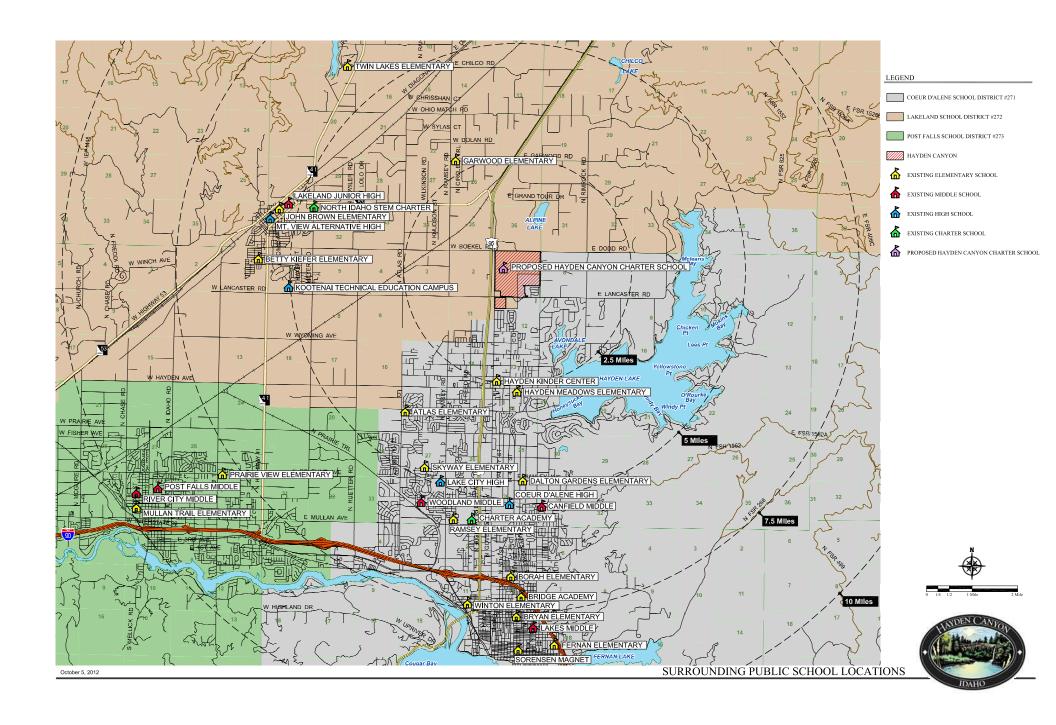


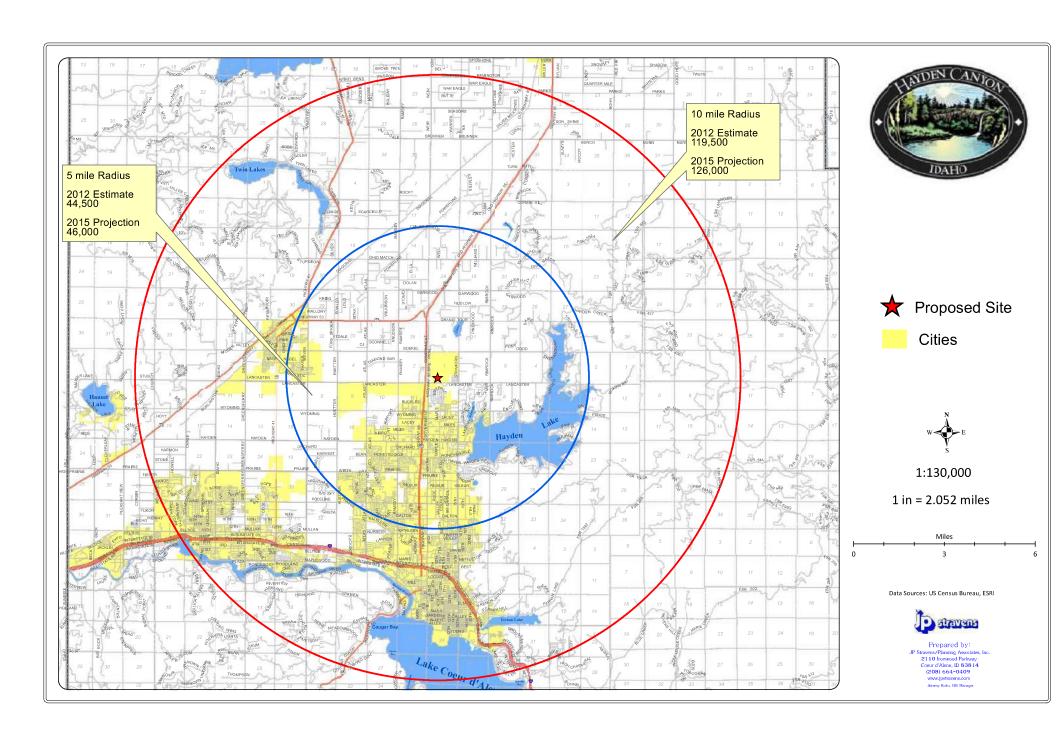












Appendix E: Resumes of the Directors

The members of Hayden Canyon Charter's Board of Directors are listed below along with the Board of Advisors. Their respective resumes are attached. Also attached is the Code of Ethics Agreement signed by the Board of Directors. All the Board of Directors were significantly involved with the development of the petition, along with input from several members of the Board of Advisors.

HCC BOARD OF DIRECTORS					
Name	Position	Background	Role in Developing Petition	Will Remain Involved	
Vernon Newby	President, Board of Directors	Retired from Avista Corp., Former Long-term Coeur d' Alene School District Board Member, Past President of the Idaho School Board Association	Significant: board governance, admin., transportation, attended Charter Start!, etc.	Yes	
Sarah Halsted	Vice President,, Board of Directors	Educator, WSU MESA Middle School Coordinator, Program Director, STEM Mentor, College Crew Coach	Significant: expeditionary learning, educational, budget, outreach, etc.	Yes, potential staff member	
Jason Ball	Secretary, Board of Directors	Marketing Manager for an Assisted Living Facility, Youth Sports Coach, Board Chairman of Hayden Senior Center and Jumping Beans Mobile Food Bank	Significant: business & marketing, community partnerships, tech., attended Charter Start!, etc.	Yes	
Cynthia Reyburn	Treasurer, Board of Directors	Accountant, Business Consultant, College Professor	Significant: budget/ finance, community partnerships, etc.	Yes	
Char Beach	Member, Board of Directors	National Board Certified Teacher, Professional Musician	Significant: educational, etc.	Yes, potential staff member	
Chris Noland	Member, Board of Directors	Mortgage Banker, Former Youth Counselor & Music Teacher	Significant: budget/finance, outreach, etc.	Yes	
Patrick Jones	Member, Board of Directors	Former Boeing Engineer & Microsoft Compliance Analyst	Significant: research, outreach, social media, etc.	Yes	

Code of Ethics Board of Directors Hayden Canyon Charter, an Expeditionary School of Arts and Sciences

This Code of Ethics manifests the commitment of the Board of Directors for Hayden Canyon Charter to adhere to ethical standards in upholding and promoting the Vision and Mission of the school. This Code of Ethics defines the high standards of professional behavior and wisdom needed to fulfill our obligations and commitments to serving on the Board. This Code reflects each individual Board Member's sense of purpose to inspire young minds through opportunities for educational excellence and character building.

While serving as a Director of the Board for HCC, I shall uphold standards of excellence. I accept my responsibilities to individually and collaboratively:

- 1. Promote the educational and personal development of students attending HCC;
- 2. Be a wise steward, more than just a stakeholder;
- 3. Adhere to appropriate governance practices;
- 4. Respecting that Board authority is with the Board as a whole and not individual members;
- 5. Respecting the autonomy of the Business Director/Instructional Director for daily operational decisions;
- 6. Upholding By-laws, Code of Conduct, operating principles, and policies;
- 7. Developing, reviewing and approving policies while respecting the ideas of other Board members;
- 8. Obey the Laws of Idaho and the USA, and ensure that regulatory requirements for HCC are
- 9. Establish organizational purpose according to the school's mission, vision, and core values;
- 10. Support and promote the school;
- 11. Respect the confidentiality of privileged information;
- 12. Seek process improvement regarding the effectiveness of policies and procedures;
- 13. Exercise fiduciary responsibility and safeguard HCC's finances and property, while growing the school's resources, supporting and promoting fundraising efforts, and ensuring legal and financial stability;
- 14. Be open, fair, transparent, and honest;
- 15. Attend Board meetings and come informed and prepared to address issues under consideration;
- 16. Honor staff members and volunteers with respect and consideration;
- 17. Participate in professional development initiatives and continuing education opportunities related to my service on the Board;
- 18. Ensure that performance outcomes and school goals are attained;
- 19. Establish, with the cooperation of the Administration, a system of support and regular and impartial evaluations of all staff;
- 20. Avoid conflicts of interest or the appearance thereof, and avoid using my position for selfserving purposes.

I acknowledge that the following motives, behaviors and actions are unethical, and I shall refrain from such actions:

- 1. Seeking personal advantage from my position on the Board of HCC;
- 2. Making disparaging remarks about other Board Members, Staff, Parents/Guardians, or Volunteers;
- 3. Discussing confidential matters with those not privy to such information;
- 4. Conducting unauthorized or subversive activity; and
- 5. Placing the interests of individuals, groups, or organizations ahead of the interests of HCC and its students.

Adopted by the Board of Directors of Hayden Canyon Charter, An Expeditionary School of Arts and Sciences:

DATED this <u>76</u> day of <u>APRIL</u>	,2016.
Vernon L. Newby, President	Charline & Beach Char Beach, Director
Jason Ball, Vice-President & Secretary	Patrick Jones, Director
Cynthia Reyburn , Treasurer	Chris Noland, Director
Sarah Halstead, Director	

Vernon L. Newby

12,022 Forest Road Hayden Lake, Idaho 83835 208-929-1140 cvdwgn7@msn.com

PROFILE

Native Idahoan and resident for all but 5 years (in neighboring Spokane, WA). I have been married to Kristine for 38 years and have 5 children and 9 grandchildren. I enjoy many outdoor activities including hiking/camping, swimming, canoeing, biking, running, horseback riding, and photography. I also enjoy reading and home remodel projects.

EXPERIENCE

4-H Horsemanship leader - 1970
Allied Glass Customer Service Representative/Installer - 1978-1979
Avista Utilities Energy Conservation Representative - 1980-1985
Avista Utilities Marketing Representative - 1085-1987
Avista Utilities Customer Projects Coordinator - 1987-2014
Junior Achievement Advisor - 1982-1985
Coeur d'Alene School District #271 Board of Trustees - 1989-2010
Coeur d'Alene 4th of July Grand Marshall - 2010
Idaho School Boards Association President - 1996-1997
National School Boards Association, Pacific Region President - 1997
Coeur d'Alene City Pedestrian/Bicycle Committee - 2003-2006
Salvation Army Kroc Center Outreach committee - 2014-present
Salvation Army Kroc Center Advisory Board - 2015-present
Elder Help Volunteer - 2014-present

EDUCATION

University of Idaho, B.S. Veterinary Science, 1974 University of Idaho, M.S. Veterinary Science, 1977

Bio

Jason Ball 305 Summerfield Loop, Hayden ID 83835 208-819-9220

With over 20 years of experience in business development, marketing, and public relations, Jason Ball has had an integral role in the success of start-up companies, and companies seeking fresh ideas and new direction. Mr. Ball's consultative approach spans everything from product development to employee benefits. Companies such as WD-40, Samsung, and the San Diego County School District have utilized his services. Jason is an innovator and visionary leader who injects a culture of collaboration and service within organizations. Organizations for which he has been employed, or to which he has provided consulting have become leaders in their respective fields. Mr. Ball's native tongue is English, but he is also fluent in Spanish. His background in Business Communications has served well for marketing content, as well as drafting legal documents prior to final review by legal counsel.

Jason has a penchant for mentoring and coaching youth. He understands that stability and prosperity in this world is a magnificent responsibility resting upon youth who can apply skills and knowledge passed along to them. As such, Mr. Ball's positive influence can be found in his service as a Boy Scout leader, a coach of youth sports such as soccer, basketball, and running, and as a spiritual advisor.

Jason and Heather Ball are the parents of five children who benefit from their parents' examples of service to others. Jason serves his community through involvement with the Healthcare Coalition - Panhandle Health (Panelist), Hayden Chamber of Commerce (Board of Directors), CareNet Kootenai (formerly elected President), the Hayden Senior Center (formerly elected Board President), Gem Community Citizen's Project Group (Chairman), Jumpin' Beans Mobile Food Bank (Founder), the Alzheimer's Association (Instructor, Support Group Facilitator, and Chair of the 2013 Walk to End Alzheimer's), the City of Hayden (events committee and co-creator of Hayden's Got Talent), Helping Hands Day of Service (former Chairman), OnSite for Seniors (Volunteer for Marketing and Fundraising), Cure Idaho (Treasurer), North Idaho Violence Prevention Center (Engaging Men Instructor), Dirne Community Health Center (Volunteer Advisory Committee), Keeping Children Safe (KCS) Citizen's Panel for the Idaho Department of Health & Welfare (Panelist), BSA (District Trainer), and San Diego State University (former instructor for vocational retraining program for engineers).

In his spare time, Mr. Ball enjoys training and racing in triathlon events, as well as inventing and fabricating prototypes of composite kayaks, carbon fiber bicycle parts, and running shoes. He designed the first play-boat kayaks under eight feet in 1998, and pioneered the use of proprietary flexible resin suitable for whitewater use. Mr. Ball has developed conceptual models of an expanding hypodermic needle, designed to aid phlebotomists when inserting needles into collapsed or dehydrated veins. Mr. Ball also enjoys writing wildly imaginative children's literature that breathes life into lessons about character development.

References:

Ronald McIntire, Mayor, City of Hayden, Idaho (208) 772-4411
Patricia Christo, RN, Coordinating Director, Alzheimer's Association, N. Idaho (208) 666-2996
Chris Petersen, District Executive, Boy Scouts of America, Old Missions District (208) 772-2455
Dirk Baird, PhD, Owner of Hayden Lake Physical Therapy (208) 667-6264
Wade Larson, PhD, President, LMM Leadership Group (former Dean at SEL Univ) (208) 819-2521

Cynthia B. Reyburn 1660 E. Club Lane Hayden Lake, ID 83835 208-635-5555(h) 208-659-2159 (c) cynthiareyburn@roadrunner.com

RESUME

Professional Experience

Accountant, <u>First Alliance Management Services</u>, <u>Inc.</u>, 1997 – present. President and founder of full service accounting firm providing services to small business and individuals. Services include forensic accounting, tax preparation, payroll, computerization, budget preparation and implementation, staff training, and financial consulting. Industry experience includes construction, real estate, interior design, architecture, retail banking, non-profit, agriculture, oil and gas, wholesale and retail product manufacture and sales, medical practice consulting.

Faculty, <u>University of Phoenix</u>, 2008-present. Instructor for online MBA accounting, taxation, ethics, marketing, and finance courses. Responsible for creating online classrooms, facilitating course materials, preparing assignments and grades, and maintaining continuing education or professional experience to aid instruction.

Instructor, Colorado Mountain College, 1993-2001. Faculty responsible for accounting, taxation, and finance courses. Additional responsibilities included preparation of lesson plans, selection of textbooks, and working with administration to develop new business courses.

Vice President of Retail Lending and Consumer Services, <u>Colorado National Bank and Central Bank of Colorado</u>, 1991-1997. Responsible for acquiring and retaining new retail loan clients, sales of bank products and services, financial evaluation of loan applications, mortgage lending, and portfolio management.

Medical Practice and Reimbursement Analyst, <u>Image America</u>, 1989-1991. Member of Mergers and Acquisitions team responsible for visiting imaging centers throughout the Southeast analyzing reimbursement rates, patient mix, and overall practice profitability. Position ended due to relocation of executive offices to Massachusetts.

Medical Practice Consultant, Western Maine Outpatient Center, Gallatin Women's Center, Hendersonville Mental Health Clinic, Head Start Rehabilitation Center, 1989 - 1991. Responsibilities include reduction of A/R average collection from 360 days to 30, file primary and secondary insurance, install computers and accounting software, train staff, prepare financial statements and other documentation necessary to sell Western Maine Outpatient Center. Additional activities included reimbursement and coding analysis, profitability analysis.

Cynthia B. Reyburn - Resume, page 2.

Education

MBA, University of Denver, Denver, Colorado, 1988. Major: Finance, Minor: Accounting; Master's degree carries CPA hours in accounting.

BSBA, University of Denver, Denver, Colorado, 1987. Dual Major: Finance and Marketing. **Juris Doctorate:** University of Tulsa School of Law, Tulsa, Oklahoma, 1988 – 1989. Attained second year student status.

Enrolled Agent: Beginning coursework Fall, 2012.

Software Proficiencies

QuickBooks: Including payroll, budgeting, and report preparation modules.

Peachtree Accounting Software: Various versions and modules.

Outlook Express: Current and prior versions.

Microsoft Office Suite: Word, Power Point, Excel.

Tax Act, Turbo Tax Professional, various proprietary tax preparation software.

Westlaw; other legal reference materials in hard copy and electronic.

Professional and Social Affiliations

<u>Rotary International</u>: 2006 - present. Enjoy participation in committees and service projects. Currently serving as President elect of Hayden, Idaho chapter; will attain chapter Presidency July, 2013 – July, 2014.

<u>Coeur d'Alene Library Foundation:</u> 2003 - 2006. Board Member and Finance Committee Chairman. Assisted with fund raising, grant writing, social events, and marketing for new \$12m library.

<u>Downtown Garden District:</u> 2003 –2009. President and founder of neighborhood association with the primary goals of residential real estate investment, neighborhood improvement and safety, and historical preservation.

Phi Alpha Delta Law Fraternity International: 1988; Member, voted Secretary 1989.

Zeta Tau Alpha Sorority: Member 1984; elected Standards Officer 1985.

Sigma Chi Fraternity: Little sister 1985; voted Sweetheart of Sigma Chi, 1985.

Cynthia B. Reyburn - Resume, page 3.

References

Northwest Real Estate, Inc. Robbie and Pam Canfield 10264 Government Way Hayden, ID 83835 208-704-0000

Client since 2010. Prepare corporate and individual income tax returns, accounting and taxation consulting. Prepared and filed 501(c)(3) application for new non-profit company; consulted regarding accounting, finance, and organizational issues related to non-profit formation

Mark Ellingson Witherspoon Kelley Davenport & Toole, Attorneys at Law 608 Northwest Blvd. Coeur d'Alene, ID 83814 208-667-4000

Forensic accounting research including review of computerized data, determination of altered accounts and false entries, misappropriation of assets; testified in federal bankruptcy court; client prevailed.

Ed and Peggy Santos Center Target Sports, Inc. 3295 E. Mullan Avenue Post Falls, ID 83854 208-773-2331

Client since 2003. Assist with business plan and financial statement preparation and analysis, representation of client at loan committee and other financial meetings, consulting regarding accounting, taxation, personnel management, sales, marketing, profitability and growth issues.

Peter and Grace Optekar 9701 N. Country Club Drive Hayden, ID 83835 208-660-4677

Personal reference: Family friends, fellow church members, neighbors since 2003.

Sarah Elizabeth Washington-Halsted

Program Director and STEM Education Mentor, iSTEM from Excellence

22689 N. Ranch View Dr., Rathdrum, Idaho 83858 <u>sehalsted3@gmail.com</u> (253)380-9025

My highest goal as an educator is to facilitate the building of skills and abilities in students that equip them for success and fulfillment in life and work, as well as instill a desire to pursue lifelong learning. These skills and abilities include higher order thinking, creativity, communication, collaboration, grit and tenacity, and culminate in the ability to weigh all evidence in pursuit of balanced thinking and solutions that encompass social justice, ecological wisdom and economic feasibility. To this end, I enthusiastically pursue building mastery in best practices within myself, and mentoring those I work with to create learning environments with this level of impact.

Professional Preparation:

Pacific Lutheran University, Parkland, WA. M.Ed., 1998

Initial Certification in Washington included endorsements in K-8, General Science, Earth Science

Current temporary certification in Idaho includes K-8 and Earth Science

The George Washington University, Washington, D.C. Environmental Science BS, 1995 Washington State University, Pullman, WA. Environmental Science 1989-1993

Appointments:

2013-present	Program Director, iSTEM from Excellence, Lakeland Joint School District
	272, Rathdrum, ID. Currently a volunteer position.
2014-present	Professional Development certified Instructor, Northwest Nazarene
	University
2005-2013	Sales Director, Mary Kay Cosmetics, Dallas, TX.
2004-2005	Teacher, Gig Harbor High School, Peninsula School District, Gig Harbor,
	WAPhysics, Concept Chemistry, Earth Science
1998-2003	Teacher, Spanaway Junior High, Bethel School District, Spanaway, WA
	Physical, Earth and Life Science
1999-2003	Head Coach, Men's and Women's Rowing, Pacific Lutheran University,
	Parkland, WA
1997-1999	Assistant Coach, Men's Rowing, Pacific Lutheran University, Parkland,
	WA

Other Significant Products

Washington-Halsted, S.E., 1998. *Facilitating Creative and Critical Thinking in Middle School Science.* (M.Ed. Thesis). Pacific Lutheran University, Parkland, WA

Synergistic Activities

- Developed program, *iSTEM from Excellence*, in coordination with Dr. Mary Ann Ranells, former district Superintendent. 2013. This programming:
 - o Equipped and empowered teachers with week-long immersive hands-on investigative professional learning opportunities with regional STEM professionals, yearlong job-

- embedded practice in the after school informal environment and facilitated yearlong sustained support with in-class mentorship and from STEM professionals.
- Prepared, motivated, and inspired students with engaging hands-on investigative inquiry in the field, in lab work, and with creative projects, in after-school time, once a week for two hours.
- Supported parents with access to a website that provided links to online resources and learning resources used in class to further their STEM literacy, creating an opportunity to be co-learners with their students and co-educators with the teachers.
- Developed and currently refining cross-discipline integrated curriculum maps, tied to thematic arcs
 or thematic units, and lesson content for grades 3-6, aligned with the grade band benchmarks laid
 out in the K-12 Science Framework. Units align with curriculum maps and pacing in Lakeland
 School district for grade-level common core ELA and math standards, and tie to social studies and
 health as well in upper grades. Lessons are currently being more tightly aligned with NGSS using
 the EQuIP rubric produced by Achieve. 2013-present
- Taught as a Strand Provider at the 2013 and 2014 iSTEM Summer Institute, a professional
 development opportunity for teachers state-wide, sponsored by Idaho National Lab at North Idaho
 College and other two -year institutions in Idaho. Created the strand's place-based thematic
 curriculum focused on Watershed education, which laid the foundation for the curriculum
 development used in Lakeland School District's pilot program 4th grade curricular arc, A Walk in
 the Watershed.
- Worked in coordination with Jim Ekins and Marie Pengilly, faculty and staff at the University of Idaho Water Resource Center, IdaH₂O, to spearhead training in Master Water Certification for all mentor teachers involved in the Lakeland School District pilot program and teachers in the iSTEM Summer Institute Watershed strands. 2013-present
- Taught week-long summer professional learning courses in 3-6th grade STEM topics through Northwest Nazarene University, as a certified instructor of continuing education. August 2014.
- Created the Earth Science Curriculum at Gig Harbor High School, 2004-2005.
- Pioneered MESA after school programming at Spanaway Junior High, working with 20 students yearlong, culminating in student competition in the annual MESA Day Regionals in Tacoma. 2000, 2001.
- Selected as Department Head, Spanaway Junior High, led efforts with staff to increase inquiry based hands-on investigative learning opportunities. 1999, 2000.
- As a leader in the top 2% of the salesforce in Mary Kay cosmetics, mentored and coached other business women to success, conducting training in best practices and leadership development. 2006-2012
- Coached the PLU men's and women's teams to the National Championships in 2004. The men's team rowed to a first place finish at the Dad Vail Small College Nationals, and the women's team placed 5th at the NCAA National Championships.

Charlène Soucy Beach, M.Ed., NBCT 1516 East Coeur d'Alene Ave Coeur d'Alene, ID 83814 (208) 415-1534 cjsbeach@gmail.com

Resume



EDUCATION

TEFLCertifcate International TEFL and TESOL Training (ITTT)New York, NY. 2010

NBCT – National Board for Professional Teaching Standards, 2001-2011. Early Childhood Generalist

M. Ed. - University of Idaho, Moscow, ID, 2001. Elementary Education

Thomas C. Wright Fellow Scholarship Recipient 2000-01

K-8 Teaching Certificate, 1994. University of Idaho, Moscow, ID

B.A. in Conflict Resolution and Peacemaking, 1986. Northland College, Ashland, WI. Graduated magna cum laude

A.A.S in Environmental Technology, 1982. Paul Smiths College, Paul Smiths, NY. Graduated magna cum laude

PROFESSIONAL TEACHING EXPERIENCE

Elementary School

2013-2014 Mullan Trail Elementary School, Post Falls, Idaho. Teacher, 1st grade.

2010-2013. American International School, Chennai, India. Teacher, integrated English as an Additional Language (EAL) 1st grade.

1995 - 2010. Fernan Elementary School, Coeur d'Alene ID Teacher, Multi-age, 1st and 4th grade classrooms,

1989-94. Coeur d'Alene School District - Classroom Aide at Sorensen and Fernan Elementary Schools. Assisted classroom teachers in grades K-5 in small group instruction, whole class monitoring and instruction, and clerical duties. Developed and taught a Conflict Resolution Curriculum to grade K-5 for 2 years.

Teaching Technology

Teaching With Technology "Just in Time Workshop" 'November 2001, February 2002 "Using Project-based Learning to meet the standards in the primary grades"

"Prototypical Teacher" for technology at Fernan.2001-2003 - assisted other teachers in using various

Technologies in their classrooms, troubleshot computers and printers, provided "mini-tech workshops" for the staff at my building, demonstrated and designed uses of technology in the classroom.

Instructor, University of Idaho, Coeur d'Alene Center - Fall 1999 taught *Integrating Technology* class for University of Idaho.

Professional Development Workshop Presentations

"Whole Brain Teaching" 2012 Srikriti Teacher Training Center. Chennai, India – Applying principals of brain research to make teaching and ILearning more effective and meaningful.

"Math as a Second Language" 2005 Fall Math conference, Moscow, Idaho—Teaching the vocabulary of mathematics "Using Technology in The Primary Grades." and "Using Technology to Bridge the Gap for Special Students in the classroom." August 2001, 2002 Presenter at "Bridges to Learning" Conferences, Pesky Center, Boise, ID

"Teaching Science with the Brain In Mind" July 2000 Presenter at Early Childhood Conference, Coeur d'Alene,. "National Board Certification and Early Childhood," and "

"Integrating Technology: Projects for 1st and 2nd grade" February 1998, Presenter at Advanced Learning Conference "Edufest 98",

Other teaching Experience

Artist-in-Residence through Coeur d'Alene Council on the Arts grant to the public schools 1987, 1991. Spinning, weaving, dyeing and felting, soap making presented in various classrooms. Students made a sample and learned the history and process of each craft.

Arts and Crafts Director, Camp Lutherhaven, Idaho, Summer 1987. Designed and taught Art program for ages 8-adult Program Specialist Camp Lutherhaven, Idaho 1987-89. - - Wrote curriculum for and taught Environmental Education classes in Science, Social Studies, Music and Drama for grades K-12. Ropes course facilitator.

Christopher M. Noland, MBA

PO Box 2773, Hayden, ID 83835 Cell: (208) 262-1999 Email: c.noland@me.com

EDUCATION

Master's in Business Administration, University of Idaho, Graduated May 2014 Overall GPA 3.98

Bachelor of Arts in Psychology, Whitworth University, Spokane, WA, Graduated December 2002 Overall GPA 3.44

Sales Essentials Training, Wells Fargo Home Mortgage, 2007

Core Sales Skills Training, Wells Fargo Home Mortgage, 2007

High Performance Sales Training, Wells Fargo Home Mortgage, 2010

Essentials of Successful Management, Course in HR laws, Idaho Independent Bank, 2014

Omega Performance, Online Courses in Banking Essentials, 2014

SKILLS & ASSETS

Business to Consumer Sales Public Speaking Decision Analysis Initial Benefit Statements Interpersonal Communication Microsoft Word Relationship Building Managing Objections Microsoft Excel **Account Management Teaching Microsoft PowerPoint New Account Sales** Lean/TQM/Kaizen **Closing Customer Service Product Knowledge** Risk Management **Finance and Financial Non-Financial Metrics** Leadership **Time Management Strategic Planning** Analysis **Strong Listening Skills** Negotiation **Capital Structuring** Written Communication **Game Theory Conflict/Crisis Management**

WORK HISTORY

Mortgage Loan Officer, Mountain West Bank, Coeur d'Alene, ID April 2015 – Present. Originate Mortgage loans for regional top producing real estate branch. Prepare detailed financial analysis and credit recommendations for portfolio loans as well as prepare and package loans for approval in the secondary mortgage market. Assist customers to find the right fit mortgage solution for their needs. Also tasking with training a new loan officer a helping him learn the complicated mortgage industry and build his own book of business. Top three in the bank in total mortgage production in 2015 despite coming on nearly 4 months into the year.

Branch Manager / Residential & Commercial Loan Officer, *Idaho Independent Bank, Ketchum, ID September 2014 – April 2015*. Managed day to day operation of bank branch with three direct reports. Managed expectations of employee performance and coached underperforming employees. Managed branch P&L and set branch annual budget. In addition to management duties, actively maintained and grew the branch's commercial and consumer loan portfolios and continued to write residential real estate loans. Worked to build a network of referral sources for the branch. Analyzed customer financial statements to determine cash flow demands and their ability to service those demands. Underwrote credit

requests and made recommendations on loan approvals and declines to the bank's credit committee. Wrote extensive loan presentations detailing the loan applicant's financial strengths and weaknesses.

Residential Loan Officer, *Idaho Independent Bank, Coeur d'Alene/Hayden, Idaho, August 2012 – Present.*Originated mortgage loans for a local independent bank. Analyzed financial documentation to determine buyer qualifications. Continued to grow a referral base and grow business reach in the community. Extensively networked with real estate professionals to develop longstanding relationships. Marketed builder business in response to the boom in new construction beginning in 2013. Since starting at IIB, gained a preferred lender designation for a 64 unit development scheduled to break ground in May 2014 and acquired accounts with three custom home builders with expected 2014 projects in excess of 150 homes.

Home Mortgage Consultant, Wells Fargo Home Mortgage, Coeur d'Alene, ID, October 2006 – August 2012. Originated retail mortgage loans for the nation's leading mortgage lender. Produced \$7 million in volume over the first year and doubling that amount by the end of year two. In 2009 closed \$17 million and completed over 100 transactions. Established strong referral relationships with real estate agents and local banks. Maintained a 100% customer satisfaction rating throughout 2008. Led the company to become the number one retail lender in the Shoshone County after only one year in the market.

Loan Officer, *Nevada Home Funding Group, Las Vegas, NV, June 2005 – October 2006.* Built a book of business using networking, cold calling and developing referral relationships with real estate agents. Attended trade shows and presented educational seminars for first time buyers.

OTHER EXPERIENCE

Summer Consulting Intern, Itron, Inc. June 2013 – August 2013

Through intensive research, made recommendations to corporate executives on the strategic direction of the company. Proposed new strategic markets which the company could enter based on existing core competencies.

Vice Chairman/Treasurer, Board of Directors, *Idaho Drug Free Youth, April 2010 – September 2014*Led Finance and Special Events Committees, reviewed financials and assisted in budget development for a statewide non-profit focused on empowering Idaho's youth the lead happy and healthy lives. Event Planning.

Teaching Assistant, *Dr. Leonard Oakland, Western Civilization II, Whitworth University, 2001*While an undergraduate, assisted college professor with a course on Rationalism in Western Civilization.
Duties included grading student papers and leading small group discussions and study groups.

Assistant Director/Marching and Visual Caption Head, Rogers High School Marching Band, 1998 – 2001 Taught marching technique and oversaw the visual elements of an award-winning high school marching band. Led summer camp and after school rehearsals in the director's absence. Led brass sectional musical rehearsals.

Marketing Intern, Genesis Marketing, 2002

Helped develop advertising campaigns, organized business fairs and assisted clients with telemarketing. Assisted in developing new marketing concepts for new and prospective clients.

MEMBERSHIPS

Ketchum/Sun Valley Rotary, 2014 – 2015
Blaine County Association of Realtors, 2014 – 2015
Sun Valley Economic Development, 2014 - 2015
Idaho 360 – 2013 – Present
Coeur d'Alene Association of Realtors, 2006 – 2015
Coeur d'Alene Chamber of Commerce, 2006 – 2015
Post Falls Rotary, 2006 – 2008
Intercultural Interdisciplinary Seminar, Co-founder, 1999 – 2002

Patrick Jones

Summary

Top performer as a Microsoft Compliance Manager for Microsoft's U.S. mid-market Hosting team. I developed proven compliance (soft audit) strategies for non-compliance issues and follow through to help bring SAAS Hosters into compliance. Some larger cases where data centers were involved required the enlisted help of our management team which handles the large compliance cases. Strategic thinker/planner. Ability to work independently and in group/team setting. Detailed analytical ability to understand sophisticated processes/techniques for resolving compliance issues. Excellent customer interaction skills. Self motivated and passionate about driving results. Empathetic to customer needs. Computer literate. Phone savvy.

Skills and Experience

April 2009 -present

(I took an extended sabbatical due to our new twins since April 2009. I look forward to picking up where I left off in the area of Compliance and Auditing).

Compliance Manager, Volt (on-site at Microsoft).

May 2008 -March 30 2009

Top performer in the role of Microsoft Compliance Manager. I quickly developed the skill to hunt for non-compliance issues by performing daily audits. I then brought these entities into compliance and tracked their correct software usage. This role required the tough discussions with IT Leads and IT Directors of small and medium-sized businesses that were non-compliant in Microsoft's U.S. Hosting program. I created and sent legal notices to businesses that failed to maintain their active Hosting membership.

Symantec Onsite Vendor Rep, Zones Inc.

Jan 28 -April 24 2008

I articulated Symantec's volume licensing options and made recommendations based on what the customer was trying to accomplish. Proven contributor in winning SMB & some enterprise opportunities by providing the best agreement /buy program for the end users. Provided product knowledge transfers via conference calls with IT managers and our Zones Account Executives covering flagship products like Netbackup, Enterprise Vault and Backup Exec. Successfully completed this Volt contactor assignment.

Channel Account Manager, Telrex

June 4 2007 –Oct19 2007

Proven top performer for closing sales of Callrex Professional call recording software for specific IP PBX systems. I managed my Northeast accounts, served as liaison between our technical support and my clients, and generally kept my large key accounts happy making sure they understood our product. An example of assisting my clients includes my creation of Visio diagrams where our product was installed. I provided excellent demonstrations of our product. This resulted in a close ratio above 50%. I left this due to problematic product support issues.

Mid-Market Solution Sales Specialist, Volt

April 2007 -June 2007

Proven Sales Solutions Specialist engaging business decision makers looking to implement Microsoft Customer Relationship Management and related financial software. On day 16 of this campaign I qualified \$1million+ worth of CRM and Dynamics financials software, exceeding the quota of \$125K. I left this to pursue the above Telrex position.

Microsoft Sales Information Agent, Volt Technical (on-site at Microsoft)

Oct 2005-Oct 2006

While working as a Microsoft Sales Information Agent I helped Microsoft partners, consultants, resellers and IT professionals understand complex technologies, Microsoft products and licensing. I successfully completed this contract assignment. Deep understanding of Microsoft technologies. I identified/qualified and passed along general Microsoft software sales leads to the Microsoft Sales team. I did the same for two special campaigns: the SQL 05 and Small Business Specialist campaigns.

Cellular Technology Support Rep, Cingular Wireless

Oct 2004 -Oct 2005

Proven exceptional customer support, investigation and troubleshooting of wireless problems around Voice Mail, SMS (text messaging) and WAP (Web Browsing). I left this to pursue the above Microsoft contract position.

Computer Technician, Appleone Agency

Sept 2001-Nov 2001

Troubleshooted and resolved networking issues on a LAN for a local architect firm. Performed data backup services, Windows 2000 operating system upgrades, installed hardware security firewall, and anti-virus software. Cleaned up virus-corrupted systems. I successfully completed this contract assignment.

Software Tester, Volt Technical (on-site at Microsoft)

Oct 2000-Aug 2001

Performed black-box testing using manual and automated test scripts and test cases. Responsible for multiple hardware and software setups using imaging software. Performed clean setups and upgrades. Reported bugs within the Product Studio/Raid database. Worked with other testers and developers in the resolution and driving of fixed bugs into the Windows Media Player product, version 8. Conducted smoke tests to validate bug resolution within product. I successfully completed this contract assignment.

Administrator, Telecom Technician, Siemens Business Systems

Created and managed Exchange server email system accounts. Resolved e-mail permission issues which included cross team collaboration and troubleshooting.

Opened and managed trouble tickets using MSE system.

Processed e-mail account moves and routing of work orders. Managed Exchange server databases within the Microsoft IT

Exchange group.

Escalated issues as necessary to proper technicians to ensure timely solutions. I successfully completed this contract assignment.

Technician and Teacher's Assistant, onsite at private K-12 school, Lynnwood WA (approx Sept 1996 -Feb 1997)

Eddie Bauer, Catalog Sales Agent, (approx Nov 1994 - July 1996)

Up-sold Eddie Bauer products via catalog sales.

Various Commercial Driving, approx Aug 1993 -Nov 1994

Tool and Production Planner, Boeing Commercial Airplane Group, Everett WA

Analyzed and corrected Operations and Inspections Records for the 767 and 747-400 programs at Boeing's Everett plant. Aug 1988-July 1993

Education

Computer Security, Lake Washington Graduated with honors. Technical College, Kirkland WA

Associates Degree. Mechanical Engineering Technology, Spokane WA. I took off one year to work full time at my father's business.

April 2002 -Aug 2004

> Sept 1985 -June 1988

References for Patrick Jones

Mike Poutiatine, AierLearning, 509-981-4793, makalu1@earthlink.net. 5616 E 19th Ave, Spokane Valley WA 99212.

Charlie Wolff, AierLearning, 509-953-7034 (cell), 509-624-1019 (work), Charlie@sdsrealty.com

Stephanie Givens, ABC Property Management, Post Falls Idaho, 208-777-9918, abcescrow@aol.com.

Todd & Luann Townsend, Coeur d Alene ID, 208-964-4439.

HCC BOARD OF ADVISORS								
Charles Buck, PhD	Member, Board of Advisors	Associate VP & Center Executive Officer of University of Idaho's North Idaho Campus		Yes, as an advisor				
Bill Jhung	Member, Board of Advisors	oard of Idaho Small Business Development						
Glen Lanker	Member, Board of Advisors	Architect	Significant: facilities design, etc.	Yes, as an advisor				
Nancy Larsen, PhD	Member, Board of Advisors	National Board Certified Teacher, University of Idaho Adjunct Professor		Yes, as an advisor				
Ron Nilson	Member, Board of Advisors	CEO, Ground Force Worldwide, Inc., Board Member of: North Idaho College Trustees; Kootenai County Technical Campus; Boys & Girls Club, Greene Idaho Foundation		Yes, as an advisor				
Kris Pereira	Member, Board of Advisors	CEO, Ginno Construction Company	Facility construction cost estimating	Yes, as an advisor				
Bonnie Russel- Hunt	Member, Board of Advisors	Special Education Consultant, College Significant: special Education Consultant, College Significant: special Education etc.		Yes, as an advisor				
Tina Stevens	Member, Board of Advisors	Director, Northwest Academy of Music	Outreach	Yes, as an advisor				
Terry Trainer- Wright	Member, Board of Advisors	Teacher, Community Volunteer	Significant: education, outreach, etc.	Yes, as an advisor				
Amy Voeller	Member, Board of Advisors	Print Media Manager, Licensed Counselor, Coeur d' Alene Education Partnership Board Member	Outreach	Yes, as an advisor				
Rachel Wheeler	Member, Board of Advisors	of school Owner & Operator Outreach		Yes, as an advisor				
John Young	Member, Board of Advisors	President, Young Construction Group		Yes, as an advisor				

CHARLES R. BUCK

CURRICULUM VITAE November, 2015

EDUCATION:

Caldwell High School, Caldwell, ID 83605, Salutatorian, diploma May 1979.

The College of Idaho, Caldwell, ID 83605. Bachelor of Science, *Magna Cum Laude* – May 1983, Major: Zoology, Minors: Philosophy, Chemistry.

Cornell University Graduate School of Medical Sciences, Department of Cell Biology and Anatomy, Cornell University Medical College (CUMC), New York, NY 10021. Doctor of Philosophy awarded January, 1988. Specialization: Molecular Neurobiology.

CITIZENSHIP: US

POSITIONS:

8/83 - 6/84	Graduate Research Assistant in Cell Biology and Anatomy, CUMC
7/84 - 6/85	Teaching Assistant in Cell Biology and Anatomy, CUMC
7/85 - 11/87	Teaching Assistant in Medicine, CUMC
11/87 - 1/88	Graduate Research Assistant in Neurology, CUMC
1/88 - 6/88	Postdoctoral Fellow in Neurology, CUMC
7/88 - 6/89	Research Associate in Anatomy, University of Utah, School of Medicine
7/89 - 6/90	Research Instructor, Department of Anatomy, University of Utah, School of Medicine
7/90 - 7/94	Assistant Professor of Cell Biology and Anatomy, Medical University of South Carolina (MUSC)
8/94 - 8/00	Assistant Professor of Physiology, Emory University School of Medicine (EUSM)
9/00 - 7/01	Assistant Professor, Center for Molecular Medicine, co-Director Molecular Core Laboratory, Emory University Alzheimer's Disease Center, EUSM
6/01 - 12/04	Chief Scientific Officer, Oridis Biomed, Graz, Austria
12/04 - 6/11	Director of Operations, Bindley Bioscience Center, Discovery Park at Purdue University
6/11 - present	Associate Vice President and Center Executive Officer, University of Idaho, Coeur d'Alene

AWARDS AND GRANTS:

1987 Recipient Grass Fellowship "Molecular Biology of Neurological Disease", Cold Spring Harbor Laboratory

1988 Recipient of the American Association of Anatomists, National Anatomy Chairman Outstanding Dissertation Award. Presented at the annual meeting of the Association, 26/4/88.

1992 Golden Apple Teaching Award Nominee, MUSC.

American Paralysis Association Pilot Project Grant. "The Expression of NGF and NGF Receptor mRNA in Spinal Cord Development and Central Sensory Process Lesion." Principal Investigator, 1/90 - 7/91.

NIH 1R01 NS31010 Grant. "Molecular Characterization of Neuronal Nuclear Antigens." Principal Investigator, 4/93 - 3/96.

NIH 1R01 NS38693 Grant. "Activity and Neurotrophin Effects on Spinal Synapses." Co-investigator, 30% effort 4/99 – 4/04 (resigned 8/01).

NIH 1R01 NS40893 Grant. "Serotonin and Spinal Reflex Plasticity." Co-investigator, 30% effort 9/00 – 8/06 (resigned 8/01).

2001 Grand Prize "Best of Biotech" International Business Plan Competition, Oridis Biomed. Presented by the Innovations Agency, Austria.

Austrian Genome Program project participant, Oridis Biomed, "TISSUE: a Disease Bank for Functional Genomics", sub-project leader, 11/02 - 11/05.

Project Coordinator for European Commission Framework Programme 6, Specific Targeted Research Proposal "PONT"; Oridis Biomed and consortium of 3 other commercial and 2 academic enterprises, 12/03 – 11/06.

Austrian Genome Program project participant, Oridis Biomed, "GRAM" Genetic Response According to the type of Microbial infection during sepsis", co-investigator, 4/04 - 5/07.

Project Leader for European Commission Framework Programme 6, Integrated Project "PEROXISOMES"; Oridis Biomed in consortium with 10 academic enterprises, four year award approved 4/04.

NIH PN2 EY018230 Lead author and project manager for NIH Nanomedicine Development Center, "Phi29 DNA packaging motor for nanomedicine", with 4 partner universities, 10/06-09/09.

NIH U24 CA126480 Lead author and project manager for NIH Clinical Proteomics Technology for Cancer Biomarkers award (CPTAC), "APT: the analytical proteomics team", with 2 partner universities and 1 corporate partner, 10/06-9/11.

DE-SC0000997 Author and project consultant for U.S. Department of Energy, Office of Science, Office of Basic Energy Sciences, Energy Frontier Research Center (EFRC), "Center for Direct Catalytic Conversion of Biomass to Biofuels (C3Bio)", with 2 national laboratory partners and 1 university partner, 08/09-08/14.

NIH C06 RR030143 Lead author for NIH National Center for Research Resources American Recovery and Reinvestment Award C06 building award (\$15M awarded), "Multidisciplinary Cancer Research Facility", 04/10-04/14.

Community Economic Development Award, Battelle Energy Alliance and Idaho National Laboratories, 09/13-09/14.

Verizon Foundation Award for Digital Innovators Generating New Information Technology (Dign'IT) summer programs, 2011, renewed in 2012. AT&T Foundation award for this program in 2014 and 2015.

Corporate gift support for Dign'IT from local startup company iShoutOut, 08/13-07/17.

Workforce Training Center award from Idaho Department of Labor for cybersecurity training and development of a security operations center, 06/5-05/17.

Many corporate partner-supported, and SBIR/STTR-supported research projects organized for diverse faculty and corporate partners at Purdue and University of Idaho.

SERVICE:

7/91 - 7/94	Graduate Admissions Committee, Medical University of South Carolina.
1/94	Faculty Search Committee Member, MUSC, Dept. of Cell Biology.
2/97 - 2/99	Neuroscience Program Admissions Committee, Emory University.
2/93 - 6/97	<i>Ad Hoc</i> Reviewer, Neurology B II Study Section, National Institutes of Health (NIH). Participant in ten review cycles, critiques prepared for more than 100 R01-type applications.
6/98 - 6/99	Reviewer, Brain Disorders and Clinical Neuroscience Study Section 5, NIH, Center for Scientific Review (CSR). Participant in three review cycles.
7/00	Panel member, Brain Disorders and Clinical Neuroscience Study Section 2, Special emphasis panel, NIH, CSR.
10/00 - 3/01	Reviewer, Brain Disorders and Clinical Neuroscience Study Section 2, NIH, CSR.
6/03 - 6/05	Reviewer, European Commission Framework Program 6
6/01 - 12/04	Business development and marketing for Oridis Biomed, GmbH
10/05	Reviewer, NIH National Institute of Biological Imaging and Bioengineering SBIR/STTR review panel
12/06	External reviewer, Department of Animal Sciences, Purdue University
8/06	Panelist for Biotechnology discussion, <i>Extension720</i> with Milt Rosenberg syndicated radio program, WGN Chicago
10/06	Panelist for Biotechnology Power Breakfast event, Indiana Business Journal
01/12 - present	Steering Committee Bonner and Boundary County Priority Planning
01/12 - 04/13	Steering Committee City of Post Falls Strategic Plan 2012-2017
07/12 - 0/13	President's Cabinet, University of Idaho
07/12 - present	Advisory Group for Information Technology, University of Idaho
12/04 - present	Participant in multiple search committees, internal grant funding review panels, staff and student advancement committees
9/90 - present	External reviewer for Developmental Biology, Peptides, Critical Reviews in Neurobiology, Molecular Neurobiology, Brain Research, Journal of Neuroscience Research, Biotechniques, Journal of Neurochemistry, BMC Bioinformatics, Journal of Proteome Research.
9/12 - 8/13	Strategic Plan Community Leader Committee, City of Post Falls, ID.

10/13	Panelist for Spokane River Forum 2013, Community Water Resource Center.
11/14	Keynote speaker, Our Gem Lake Coeur d'Alene Symposium
7/13 - present	Selection committee member, Idaho Innovation Awards.
6/13 - present	Board Chair, greater Coeur d'Alene 2030 Visioning Project.
04/13 - 04/14	Board of Directors, LeadLok Biomedical, Sandpoint, ID (company acquired 04/14).
05/14 – present	Board of Directors, Gizmo – the Coeur d'Alene Maker Space
11/14 – present	Board of Directors, Bike CDA
06/12 - present	Board of Directors, Jobs Plus, the Economic Development Corporation of Kootenai County
08/12 - present	Board of Directors, Bonner County Economic Development Corporation

TEACHING EXPERIENCE:

	-,-2-,
Medical: 10/87 - 2/88	Instructor, Microscopic Anatomy and Cell Biology, CUMC
9/88 - 12/89	Instructor in Cell Biology and Histology, University of Utah
1/92 - 7/94	Instructor in Cell Biology and Microscopic Anatomy, MUSC
01/13 - present	Course Director, Medical Information for Decision Making, University of Washington WWAMI program, Moscow/Pullman first year physician training program
Graduate: 1990	Topics in Neuroscience: Synaptic Chemistry, MUSC
1991 - 1994	Foundations II: Advanced Cell Biology, MUSC
1991 - 1994	Foundations III: Molecular Genetics, MUSC
1995 - 1996	Neuroscience Seminar, Emory (Course Director)
1995 - 1999	Developmental Neurobiology, Emory
1996 - 2001	Molecular Neurobiology, Emory (Course Director)
Undergraduate: 1992	Introduction to Molecular Biology, South Carolina Governor's School for Science and Mathematics (Course Director, one week intensive laboratory experience for rising high school Freshmen)
1998	Experimental Embryology, BIO324 Emory (Course Director)
1999	Developmental Biology, BIO318, Visiting Professor and Course Director, Agnes Scott College, Decatur, GA 30030

MANUSCRIPT AND PROPOSAL REVIEW

Participant in numerous National Institutes of Health peer review study sections - more than 100 proposals over 15 years: NSF small business initiative proposals (SBIR/STTR). European Commission FP6 program. Manuscripts reviewed for Developmental Biology, Biotechniques, Peptides, Critical Reviews in Neurobiology, Molecular Neurobiology, Brain Research, Journal of Neuroscience Res., BMC Bioinformatics, Molecular and Cellular Proteomics, Tumor Biology

MAJOR RESEARCH AND PROFESSIONAL INTERESTS:

Research topics include central nervous system development, synaptic plasticity, nervous system injury and repair, liver cancer and chronic metabolic liver disease, cancer metastases, novel drug discovery paradigm development, proteomics, metabolomics and genomics, biofuels, nanobiotechnology and pathway to medicine. Expertise extends to human tissue and biofluid acquisition, handling regulation and use. Hands-on experience with bioinformatics and software project management, partnership development, technology development and commercialization, startup business innovation and coaching, translation of research results, translational and personalized medicine.

Effective leadership experience with community and economic development.

PUBLICATIONS:

Papers:

- 1. Chao, M.V., Bothwell, M.A., Ross, A.H., Koprowski, H., Lanahan, A.A., Buck, C.R., and Sehgal, A. "Gene Transfer and Molecular Cloning of the Human NGF Receptor." Science (1986) 232, 518-521.
- 2. Johnson, D., Lanahan, A.A., Buck, C.R., Sehgal, A., Morgan, C., Mercer, E., Bothwell, M.A., and Chao, M. "Expression and Structure of the Human NGF Receptor." Cell (1986) 47, 545-554.
- 3. Huebner, K., Isobe, M., Chao, M., Bothwell, M., Ross, A.H., Finan, J., Hoxie, J.A., Sehgal, A., Buck, C.R., Lanahan, A., Nowell, P.C., Koprowski, H., and Croce, C.M. "The Nerve Growth Factor Receptor Gene is at Human Chromosome Region 17q12-17q22, Distal to the Chromosome 17 Breakpoint in Acute Leukemias." Proc. Natl. Acad. Sci. USA (1986) 83, 1403-1407.
- 4. Buck, C.R., Martinez, H.J., Black, I.B, and Chao, M.V. "Developmentally Regulated Expression of the Nerve Growth Factor Receptor Gene in the Periphery and Brain." Proc. Natl. Acad. Sci. USA (1987) 84, 3060-3064.
- 5. Buck, C.R., Martinez, H.J., Chao, M.V., and Black, I.B., "Differential Expression of the Nerve Growth Factor Receptor Gene in Multiple Brain Areas." Devel. Brain Res. (1988) 44, 259-268.
- 6. Lu, B., Buck, C.R., Dreyfus, C., and Black, I.B. "Expression on NGF and NGF Receptor mRNA in the Developing Brain: Evidence for Local Delivery and Action of NGF." Exp. Neurol. (1989) 104, 191-199.
- 7. Gibbs, R.B., McCabe, J.T., Buck, C.R., Chao, M.V., and Pfaff, D.W. "Expression of NGF Receptor in the Rat Forebrain Detected with *In Situ* Hybridization and Immunohistochemistry." Mol. Brain Res. (1989) 6, 275-287.
- 8. Mullen, R.J., Buck, C.R., and Smith, A.M. "NeuN: A Neuronal Specific Nuclear Protein in Vertebrates." Development (1992) 116, 201-211.
- 9. McKeon, R.J., Jurynec, M.J., and Buck, C.R. "The CS-PGs Chondroitin Sulfate Proteoglycans Neurocan and Phosphacan are Expressed by Reactive Astrocytes in the Chronic CNS Glial Scar." J. Neurosci. (1999) 19, 10778-10788.

- 10. Law, A.K.T., Pencea, V., Buck, C.R.*, and Luskin, M.B. "Neurogenesis and Neuronal Migration in the Neonatal Rat Forebrain Anterior Subventricular Zone Do Not Require GFAP-Positive Astrocytes." Devel. Biol. (1999) 216, 622-634 (*corresponding author).
- 11. Buck, C.R., Seburn, K.L., and Cope, T.C. "Neurotrophin expression by Spinal Motoneurons in Adult and Developing Rats." J. Comp. Neurol. (2000) 416, 309-318.
- 12. Buck, C.R., Jurynec, M.J., Gupta, D.K., Law, A.K.T., Bilger, J., Wallace, D.C., and McKeon, R.J. "Increased Adenine Nucleotide Translocator 1 in Reactive Astrocytes Facilitates Glutamate Transport." Expt. Neurol. (2003) 181, 149-158.
- 13. Jurynec, M.J., Riley, C.P., Gupta, D.K. Nguyen, T.D., McKeon, R.J. and Buck, C.R. "TIGR is upregulated in the chronic glial scar in response to CNS injury and inhibits neurite outgrowth." Molec. Cell. Neurosci. (2003) 23, 69-80.
- 14. Haedicke W., Popper, H.H., Buck, C.R.* and Zatloukal, K. "Automated evaluation and normalization of immunohistochemistry on tissue microarrays with a DNA microarray scanner." Biotechniques (2003) 35, 164-168 (*corresponding author).
- 15. Law, A.K.T., Gupta, D., Levy, S., Wallace, D.C. McKeon, R.J. and Buck, C.R. "TGF-β1 induction of the adenine nucleotide translocator 1 in astrocytes occurs through Smads and Sp1 transcription factors." BMC Neuroscience (2004) 5, 1-14 (open online access http://www.biomedcentral.com/1471-2202/5/1).
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- 17. Pevtsov, S., Fedulova, I., Mirzaei, H., Buck, C., Zhang, X. "Performance Evaluation of Existing De Novo Sequencing Algorithms." Journal of Proteome Research (2006) 5(11), 3018-28.
- 18. Oh, C., Zak, S.H., Mirzaei, H., Buck, C., Regnier, F.E., Zhang, X. "Neural Network Prediction of Peptide Separation in Strong Anion Exchange Chromatography." Bioinformatics (2007) 23, 114-118.
- 19. Panzitt, K., Tschernatsch, M.M., Moustafa, T., Stradner, M., Strohmaier, H., Guelly, C., Buck, C.R., Denk, H., Schröder, R., and Zatloukal, K. "Characterization of HULC, a Novel Gene with Striking Deregulation in Hepatocellular Carcinoma, as Non-coding RNA." Gastroenterology (2007) 132, 330-42.
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- 21. Zhang, X., Oh, C., Riley, C.P. and Buck, C. "Current Status of Computational Approaches for Protein Identification Using Tandem Mass Spectra" [review]. Current Proteomics (2007) 4, 121-130.
- 22. Oh, C., Huang, X., Regnier, F.E., Buck, C. and Zhang, X. "Comprehensive Two-dimensional Gas Chromatography/Time-of-Flight Mass Spectrometry Peak Sorting Algorithm." Journal of Chromatography A (2008) 1179, 205-215.
- 23. Zhang, X., Ouyang, Q., Stephenson, A., Kane, M.D., Salt, D.E., Prabhakar, S., Burgner, J., Buck, C., and Zhang, X. "Interactive Analysis of Systems Biology Molecular Expression Data." BMC Systems Biology (2008) 2, 23.
- 24. Addona, T.A., Abbatiello, S.E., Schilling, B., Skates, S.J., Mani, D.R., Bunk, D.M., Spiegelman, C.H., Zimmerman, L.J., Ham, A.J., Keshishian, H., Hall, S.C., Allen, S., Blackman, R.K., Borchers, C.H., Buck, C., Cardasis, H.L., Cusack, M.P., Dodder, N.G., Gibson, B.W., Held, J.M., Hiltke, T., Jackson, A., Johansen, E.B., Kinsinger, C.R., Li, J., Mesri, M., Neubert, T.A., Niles, R.K., Pulsipher, T.C., Ransohoff, D., Rodriguez, H.,

- Rudnick, P.A., Smith, D., Tabb, D.L., Tegeler, T.J., Variyath, A.M., Vega-Montoto, L.J., Wahlander, A., Waldemarson, S., Wang, M., Whiteaker, J.R., Zhao, L., Anderson, N.L., Fisher, S.J., Liebler, D.C., Paulovich, A.G., Regnier, F.E., Tempst, P., Carr, S.A. "Multi-site Assessment of the Precision and Reproducibility of Multiple Reaction Monitoring-Based Measurements of Proteins in Plasma." Nature Biotechnology (2009) 27, 633-641.
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- 28. Riley C.P., Zhang X., Nakshatri, H., Schneider, B., Regnier F., Adamec J., Buck C. "A large, consistent, plasma proteomics data set from prospectively collected breast cancer and patient and healthy volunteer samples." Journal of Translational Medicine (2011) 9, 80.
- 28. Abbatiello S.E., Mani D. R., Schilling B., MacLean B., Zimmerman L.J., Feng X., Cusack M.P., Hall, S.C., Addona T., Allen S., Dodder N., Ghosh M⁸, Held J.M., Hedrick V., Inerowicz H.D., Jackson, A., Keshishian, H., Kim J-W., Lyssand J., Riley, C.P., Rudnick P., Sadowski P., Shaddox K., Smith D., Tomazela D., Wahlander A., Waldemarson S., Whitwell C.A., You J., Zhang S., Borchers C., Buck C., Fisher S.J., Gibson B.W., Liebler D., MacCoss M., Neubert T.A., Paulovich A., Regnier F.E., Sedransk N., Skates S.J., Tempst P., Wang M., Carr S.A. "Design, Implementation and Multi-Site Evaluation of a System Suitability Protocol for the Quantitative Assessment of Instrument Performance in LC-MRM-MS." Molecular and Cellular Proteomics (2013) 12, 2623.

Book Chapters:

- 1. Buck, C.R., and Chao, M.V., "NGF Receptor Gene Expression: Molecular Approaches." In <u>IBRO Handbook, Nerve Growth Factors</u>, R.A. Rush, ed. J. Wiley and Sons, New York, (1989).
- 2. Cope, T.C., Seburn, K., and Buck C.R. "How Does Nerve Injury Strengthen Ia-Motoneuron Synapses?" In <u>Frontiers in Neuroscience: Motor Neurobiology of the Spinal Cord</u>, T.C. Cope, ed. CRC Press, New York, (2001).
- 3. Zhang, X., Oh, C., Riley, C.P., Cho, H., Buck, C. "Computational Approaches to Peptide Retention Time Prediction for Proteomics". In <u>Biological Data Mining</u>, J.Y. Chen and S. Leonardi, eds. Boca Raton, CRC Press (2010).

Lay Press:

Numerous and varied newspaper and layperson pieces focused on research approaches, personalized medicine, economic development and job creation, and higher education.



Bill Jhung, Region I Director, Post Falls Idaho Small Business Development Center

Bill has served as the Director of the Idaho Small Business Development Center at the North Idaho College since October 2005. Prior to joining Idaho SBDC, Bill served as the Executive Pastor of a large church. He has also performed strategic planning and organizational alignment for World Vision, an international relief and development agency.

As an entrepreneur, Bill started two ventures and turned around two failing businesses. He also worked as a management consultant to Fortune 1000 companies in manufacturing, service, and non-profit industries. He began his career designing, building and running manufacturing plants.

Bill holds an MBA with a focus in Finance and Entrepreneurial Management from the Wharton School of Business. While at Wharton he also served as a senior consultant for the Wharton Small Business Development Center.

ARTIOS

ARCHITECTURE COMMUNITY DESIGN DEVELOPMENT

1029 E. Shadow Wood Lane Coeur d Alene, Idaho 83815 208.667.5557 offc 208.819.4705 cell glanker@artios.biz

Glen Lanker is an architect and developer and the principal of A R T I O S, Inc., which is an architecture, community design, and development firm in Coeur d' Alene, Idaho. "Artios" is a Greek word from the New Testament which means "complete and fitted together". It describes the company's mission of designing and developing communities where people have the opportunity to live, work, shop, and play, and build relationships within walkable neighborhoods. He has been a proponent of the "Smart Growth" movement for many years through his association with organizations such as the Congress for the New Urbanism and Idaho Smart Growth. He is currently the Operating Manager for Hayden Canyon, a 610 acre Traditional Neighborhood Development being developed in Hayden, Idaho.

Glen has been a resident of Coeur d Alene since 2006, having relocated from nearby Spokane, Washington. His firm has experience in a wide range of project types including planning and urban design, single and multi-family residential, retail, office, churches and private schools. Prior to moving to Spokane in 1992, he was the principal of an architectural firm in San Diego, whose projects included an inner city community center and several waterfront facilities for the America's Cup. From 1986 to 1990, he managed an architectural firm that was part of a development and construction company which developed approximately 200,000 square feet of office and retail space throughout California.

He graduated from Arizona State University's College of Architecture "cum laude" in 1981. His primary emphasis in elective courses was in business, especially real estate development.

Glen and his wife, Linda, have three grown children and one grandchild.

References:

Ron Nilson President/CEO, Ground Force Manufacturing, LLC, Post Falls, ID Member of North Idaho College Board of Trustees 208.664.9291 Jae Enos President, Victory Homes, Coeur d Alene, ID 208,777,7000 Region 1 Director, Idaho Small Business Development Center, Post Falls, ID Bill Jhung 208.769.3284 Retired Coeur d' Alene School District Superintendent, Twin Lakes, ID Harry Amend 208.667.7094 Administrator, City of Hayden, ID Stefan Chatwin 208.209.2026 Jim Putman Senior Pastor, Real Life Ministries, Post Falls, ID 208.777.7325

A R T I O S

ARCHITECTURE

COMMUNITY DESIGN

DEVELOPMENT

September 12, 2016

State of Idaho Public Charter School Commission c/o Tamara Baysinger
Public Charter School Commission Director
tamara.baysinger@osbe.idaho.gov

Phone: (208) 332-1583

Re: Proposed Hayden Canyon Charter

Dear Tamara.

The purpose of this letter is to provide clarification in response to questions raised in the Hayden Canyon Charter (HCC) Petition Evaluation Rubric dated August 26, 2016.

Regarding the question about motivation for seeking to establish a charter school, it may be helpful to provide some background. The 610 acre Hayden Canyon project has been designed and approved as a Traditional Neighborhood Development (TND) which embraces smart growth principles focused on creating a walkable, mixed-use community. This approach is based on timeless principles which have created great traditional neighborhoods and small towns around the country. It's a community that is meant to enhance the quality of life for people from a wide range of age and income backgrounds. Over 40% of the beautiful site has been set aside as preserved open space and is accessible to the public, which is 4 times the City of Hayden's minimum requirement of 10%.

A public elementary school is needed that is safe for students to walk and bicycle to rather than having to be driven or bused to either of the two nearest existing schools which are over 2 ½ miles away in two separate school districts. Both of these schools are at capacity as are most in the area. In addition to the preserved open space, the decision was made to donate 33 acres for a community campus including a school site. It is uncommon for developers to donate land for a school or other community uses but it would have been unreasonable to burden the already overcrowded existing schools. A charter school is the best solution because the site is bisected by the boundary between the Lakeland and Coeur d' Alene School Districts. Otherwise, there would be families in the same neighborhood having to bus or drive to different schools outside the area. Another reason a charter school is a good fit is that Lakeland was not interested in building a school on the perimeter of their district in an area where there are substantially more residents of the CdA district in the vicinity. There is also resistance in our community to voting in favor of levies to build new district schools.

There is a high level of interest for a quality educational alternative, especially since the Hayden Meadows School was required by the CdA School Board to cease its IB program. The expeditionary learning approach will be a great fit with convenient access to all of Hayden Canyon's open space and other amenities. It has been encouraging to see the level of support in the existing community for the proposed school and the existing demand evidenced by the number of interested families with potential students able to populate the school independent of new residents from Hayden Canyon.

It's important to correct the perception that Hayden Canyon is exclusively for high-end homebuyers. As stated, the objective is to provide housing opportunities for a wide range of homeowners. The 1820 residential units consist of a wide variety of multi-family including 160 loft apartments at the village center and single-family homes and includes 10% for-sale affordable workforce housing units. Condominium prices start at about \$140,000 and single-family homes at \$190,000, which is less than the Hayden average single family home price of \$287,000 and median price of \$250,000 as of the end of June, 2016 according to the MLS per the attached report. This is also less than the Kootenai County average of \$238,000 and median of \$213,750. If our intent was to create an exclusive high-end neighborhood, there would have been no need to donate the land for a school because that demographic is older and simply does not have young children. There's an exclusive neighborhood of high-end homes overlooking Lake Coeur d Alene that built the most beautiful school bus stop shelter around and it is never used. This is just one example.

I also need to clarify that my firm, Artios does not own Hayden Canyon Land, LLC, I have a minor interest of around 3 ½ %.

In addition to the land donation, we have supported the school with donated architectural services and many hours working alongside the wonderful and talented people who make up the founding board that are passionate and dedicated to the vision of establishing the best school possible for our community. Although I have resigned from the founding board of HCC as requested, I remain committed to supporting the school especially in the area of helping with facility needs.

I need to share some personal reasons we are excited about HCC. We have been blessed with three amazing young grandchildren including a grandson with Down's syndrome. My wife is a track coach who loves to work with kids and our oldest daughter is a gifted teacher and professor teaching in the education program at Whitworth University with an emphasis in special education. We as a family are excited about the learning experiences and opportunities for a bright future the school would provide for our grandkids and many other children for years to come.

Thank you for all your time and help, please feel free to contact me if you have any questions or comments.

Best regards,

Glen Lanker

MLS STATS *Jan-June 2016*

COEUR D'ALENE MULTIPLE LISTING SERVICE

Site Built < 2 Acres - Total Number of Sales Year-to-Date Each Year

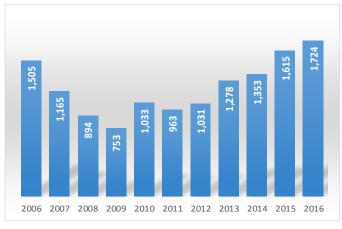


Chart 1

Table below reflects data on residential listings with house built on site, less than two acres of real property, sold during the reporting period - from *January 1st through end of June* each year reported (year-to-date). Shown are total number of sales, median sale price, and average sales price in each area.

Chart to left provides comparisons of total numbers of "S1 - Site Built on < 2 acre" listings sold in similar periods in previous years.

New construction housing accounted for 15% of "S1 - Site Built on < 2 acres" sales for yr/date 2015, and for 19% of sales for yr/date 2016.

	2015	2016		2015	2016		2015	2016	
				Average	Average		Median	Median	
Area	#/Sales	#/Sales	%Chg	Sale Price	Sale Price	%/Chg	Sale Price	Sale Price	%Chg
Cd'A/Dalton	564	555	-2%	232,865	244,393	5%	207,030	222,000	7%
Post Falls	420	508	21%	200,588	218,469	9%	186,938	200,000	7%
Hayden	207	194	-6%	278,798	287,362	3%	229,000	250,150	9%
Rathdrum/Twin/Hauser	107	127	19%	212,591	218,988	3%	182,300	199,500	9%
North KC	40	47	18%	177,180	194,899	10%	177,400	188,232	6%
South KC	16	16	0%	963,231	355,047	-63%	772,500	286,000	-63%
Kootenai County	1,354	1,448	7%	235,259	238,409	1%	199,900	213,750	7%
Silver Valley	76	84	11%	89,867	93,269	4%	76,350	79,250	4%
South/Benewah	22	31	41%	134,250	132,619	-1%	150,000	139,250	-7%
North (Bonner & Boundary)	114	116	2%	228,783	215,673	-6%	200,000	204,500	2%
Washington Counties	49	46	-6%	218,512	237,770	9%	175,000	234,500	34%
Total Site Built < 2 Acres	1,615	1,724	7 %	226,075	227,913	1%	194,500	206,000	6%

Comparison: Distress Sales/Typical Sales "Site Built <2 ac" Sales Only Year-to-Date



Chart 2

		2015	2016		
	#/Sales	Avg Sales Price	#/Sales	Avg Sales Price	
Typical	1,468	235,112	1,639	232,252	
REO	116	124,785	64	127,746	
Short					
Sales	31	177,174	21	194,588	
Total	1,615	226,075	1,724	227,913	

The representations in this report are based on data generated from the database of the Multiple Listing Service of the Coeur d'Alene Association of REALTORS® for the time periods specified in the report. Data maintained by the Association or its Multiple Listing Service may not reflect all real estate activity in the market.



Nancy J. Larsen, Ph.D.

Professional Vita (at-a-glance) - February 2016

4955 N. Canterbury Road, Coeur d'Alene, ID 83815 208-765-6974 (h) or 208-659-3994 (c)

nancylarsen@roadrunner.com or nancyl@uidaho.edu

Degrees/Certifications

- Framework for Teaching Proficiency Test
- Ph.D. University of Idaho
- Idaho Administrator Certification
- Ed. Sp. Education University of Idaho
- National Board Certification Middle Childhood Generalist
- M. Ed. Elementary Education University of Idaho
- Idaho Elementary Teacher Certification
- B. S. Elementary Education University of Idaho

Work Experience

- University Instructor-Ed. Leadership
- Instructional Coach
- Elementary Teacher
- Middle School Teacher

- Teacher Mentor/Prof. Dev. Facilitator
- Principal Internship
- Teacher on Special Assignment
- Lead Teacher

Doctoral Dissertation

Discovered Characteristics of Principals Whom Teachers Perceive to have Influenced Their Efficacy in Classroom Practices

Designed Presentations/Scholarship Activities

Topics include:

- Academic: The Principal as Leader and Rural Schools;
- Content: reading, writing, spelling, and mathematics;
- Pedagogy: instruction techniques, classroom management, and behavior management; and,
- Leadership and teacher professionalism: National Board Certification, new teacher mentor, merit pay, Danielson's Framework, and teacher evaluation.

Nancy J. Larsen, Ph.D.

Professional Vita (detailed) - February 2016

4955 N. Canterbury Road, Coeur d'Alene, ID 83815 208-765-6974 (h) or 208-659-3994 (c)

nancylarsen@roadrunner.com or nancyl@uidaho.edu

"Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." Horace Mann

Degrees/Certifications

- Framework for Teaching Proficiency Test 2015
- Ph.D. University of Idaho 2012
- Idaho Administrator Certification 2010
- Ed. Sp. Education University of Idaho –2001
- National Board Certification Middle Childhood Generalist –1999
- M. Ed. Elementary Education University of Idaho –1995
- Idaho Elementary Teacher Certification 1991
- B. S. Elementary Education University of Idaho –1990

Work Experience

Adjunct Instructor - University of Idaho - 1997 - present

- EDAD 595: Supervision and Administration of Personnel Instruction in leading a school staff and providing supervision and evaluation of teacher performance
- EDAD 570: Foundations of Educational Research Practical application, understanding, and interpretation of current research to enhance instruction within schools
- EDAD 533: Multicultural Diversity and Educational Leadership Examining cultural issues affecting decisions made in the school setting
- EDAD 528: Leading Standards Driven Instruction Instruction in curriculum alignment, teaching standards, and evaluation within school and district settings
- EDTE 423: Phonics in the Classroom This class was designed to provide interns with information necessary to be successful on Idaho's Reading Competency Exam
- EDTE 420: Literacy, Language, & Learning This class provided education majors the foundations for literacy instruction in grades K – 8 and included a practicum assignment in a regular education classroom

Instructional Facilitator - University of Idaho

 Enhanced Professional Practice: Using the Charlotte Danielson Model – 2009 - A workshop for Region I educators to prepare for upcoming State Department of Education requirements for teacher evaluation in the school setting

- Instructional Learning Teams 2008 Professional Development opportunity for CCA staff
- Pathways to Literacy 2005 Application of information from the Idaho State Reading Conference to classroom practice in literacy instruction
- Northwest Inland Writing Project Summer Institute Co-facilitator 2003 & 2005
- It's Time to Get Your Teaching Ideas Published or Let Your Teacher Voice be Heard Northwest
 Inland Writing Project Summer Institute 1993 2008

Middle School Teacher - Coeur d'Alene Charter Academy - Sixth Grade - August 2006 - present

- Language Arts Instructor with an extensive focus on authentic writing experiences
- Mathematics & Science Instructor
- Teacher Mentor
- Writing Symposium Conference Developer/Chairperson/Grant recipient in conjunction with the Native American Student Alliance at North Idaho College
- Instructional Learning Team Coordinator/Member
- Faculty Senate Member
- PTO Teacher Liaison
- Professional Development Committee Member
- CCA Mentoring Plan Designer
- Good Deed Open House Founder
- Interesting Person Day Coordinator

Principal Internship - Summer 2010

- District 271's summer credit retrieval program
- Interview and hire teachers/Plan class rotation
- Monitor discipline
- Observe teaching and provide feedback
- Communicate with parents/guardians/community

Instructional Coach/Teacher Mentor - June 2004 - 2006

- Mentor new, and new to district K-12th grade, teachers using Cognitive Coaching strategies to enhance reflection upon practice
- Design and implement in-service for new teachers based upon adopted teaching standards, curriculum requirements, teaching strategies, and lesson design
- Guide teams of teachers through design and implementation of Curriculum Action Plans based upon short and long term data
- Design and implement in-service for teams of existing teachers based upon specific needs
- Provide support to K-12 principals in recovering and interpreting testing data and data analysis with school staffs
- Receive training in: Teacher Mentoring through the New Teacher Center, Santa Cruz; Cognitive Coaching; and, LETRS training for early reading literacy

Teacher on Special Assignment (TOSA) – June 2002 – 2006

 Encourage, guide, and monitor student achievement in five elementary schools grades 2 – 5 through weekly/biweekly meetings with grade level team members

- Serve in a mentoring role to selected novice teachers
- Encourage teamwork through a collaboration model with classroom teachers
- Design mini-assessments to monitor skills attainment through reading instruction
- Process student achievement data
- Design appropriate spreadsheets and reports to present data
- Receive training in: Adaptive Schools, Instructional Learning Teams, Cognitive Coaching & Comprehensive Data Analysis

<u>Lead Teacher</u> – Ramsey Elementary School – 1997 – 2000 - A J. A. & Kathryn Albertson Foundation Funded Mentoring Project

- Mentored three newly certified teachers full-time in my classroom
- Provided in-service and mini-lessons to staff at Ramsey with a focus on Language Arts/Reading Instruction
- Provided in-service and mini-lessons to staff within the Coeur d'Alene School District in literacy and mathematics
- Served as a link between Ramsey and other elementary schools in Coeur d'Alene to align Language
 Arts instruction and monitor consistency throughout the district

Elementary Teacher - Coeur d'Alene School District - Ramsey Elementary School - Second Grade - 1991-2002

- Presented a model for Student-Centered Assessment
- Designed fluency activities to reinforce and measure fluency for individual students
- Implemented Guided Reading Groups to differentiate student learning
- Researched and implemented Student Involved Parent/Teacher Conferences an effort to hold students accountable for their learning and to enhance parents' knowledge of student progress
 Implemented "Touched by Love" – an evening with parents on Valentine's Eve
- Implemented "Pennies for the Playground" a multi-disciplinary project to reinforce mathematics concepts and raise money

Doctoral Dissertation

<u>Discovered Characteristics of Principals Whom Teachers Perceive to have Influenced Their Efficacy in Classroom Practices</u>

- The purpose of this study was to discover characteristics of principals whom teachers perceive to have influenced their sense of efficacy in classroom practices. Teachers shared their progression into becoming an efficacious practitioner and then associated the principal's interactions that inspired their efficacy. Common characteristics were identified and categorized.
- A qualitative, phenomenological study
- Completed June 2012

Designed Presentations/Scholarship Activities

- "A Celebration of Diversity through Writing" Writing Symposium Chairperson/Director
- "Discovered Characteristics of Principals whom Teachers Perceive to have Influenced Efficacy in Classroom Practices" – Presenter at 10th Annual Globalization, Diversity and Education Conference; and Phi Delta Kappa – Boise Chapter
- "Idaho's Rural Schools: A Sondeo" Research assistant and conference presenter
- "Beyond Common Core: Are you ready? Are our students ready?" Professional Development Presenter
- "Enhanced Professional Practice: Using the Charlotte Danielson Model" Presenter
- "A New Plan for Teacher Evaluation" University of Idaho's College of Education's 2009 Celebration of Teaching - Presenter
- "Instructional Learning Teams or Lesson Study" Facilitator
- "Instructional Learning Teams: High Quality Professional Development at Your Doorstep" Presenter
- "Growing Idaho's Future Teachers" Presenter
- "Education-The Importance of Choice" Presenter
- "Enhancing Literacy Instruction" A co-presenter to K-2 & 3-5 teachers
- "Writing-The Missing Link of Reading Instruction" Presenter
- "Effective Classroom Strategies" Presenter
- "Data Collection Finding the Finer Points" Presenter
- "Working together to use the data: Classroom Teachers collaborate with Special Educators Co-presenter
- "Power Standards: How do these fit into our classrooms?" Presenter
- "Merit Pay: There may be Alternatives" Presenter
- "Scholastic, Inc" Teacher Intern Fellow
- "Scholastic, Inc., Kid's Press Corps A Justification and Plan for Continuation of the Project" Presenter
- "Early Reading First" Presenter
- "Running-Record Refresher" Facilitator
- "Perspectives on Education" Panel Participant
- "How We Can Help NBCTs Be More Utilized in Our Schools or Districts" Co-presenter
- "Why is Class Size Important?" Co-presenter
- "What Matters Most is the Heart" Presenter
- "Class Size Reduction in the Coeur d'Alene School District A Teacher Based Research Project" Action Researcher and Presenter
- "Get Your Teaching Ideas Published" or "How to Write for Professional Publications" Facilitator
- "Student Involved Parent/Teacher Conferences" Presenter
- "A Teacher's Perspective on Reduced Class Size" Presenter
- "Making Cents" Presenter

Professional Memberships

- American Association of University Women (AAUW)
- Association for Supervision and Curriculum Development (ASCD)
- The Coeur d'Alene Education Association (CEA)

- Coeur d'Alene Education Partnership (CEP)
- Human Rights Education Institute (HREI)
- Idaho Council of the International Reading Association (ICIRA)
- Idaho Council of Teachers of Mathematics (ICTM)
- The Idaho Education Association (IEA)
- International Literacy (Reading) Association (ILA)
- National Council of Teachers of Mathematics (NCTM)
- The National Education Association (NEA)
- Panhandle Coalition
- Panhandle Reading Council (PRC)

Board Memberships

- Coeur d'Alene Education Partnership (CEP)
- Growing Idaho's Future Teachers, GIFT Corporation
- Northwest Regional Educational Laboratory (Education Northwest) Portland, Oregon
- Salvation Army Ray and Joan Kroc Community Center, Coeur d'Alene Advisory Board
- University of Idaho College of Education Advisory Council

Education Representative Appointments

- Corwin Press Manuscript Reviewer
- Idaho State Department of Education Principal Evaluation Capacity Task Force Member
- Idaho State Department of Education Administrator Evaluation Focus Group Member
- Idaho State Department of Education ESEA Waiver Focus Group Member
- Idaho State Department of Education Teacher Evaluation Task Force Member
- Scholastic News Teacher Consultant
- Idaho Education Association Compensation Task Force Member
- Idaho's MOST Assessment Committee Chair & Hearing Moderator
- The Governor's 2020 Blue Ribbon Task Force Education Representative
- Idaho Teachers' Forum Thomas C. Wright Fellows Co-organizer and presenter
- Idaho's Teaching Handbook A publication provided to Idaho teachers to guide instruction contributor
- Idaho Student Achievement Tests (ISAT) Test Construction contributor
- Idaho Education Association A Teacher Designed Model for Accountability contributor
- Coeur d'Alene School District Long Range Planning Committee Member
- Coeur d'Alene School District Mentor Program Design contributor
- Idaho's MOST Advisory Committee Member
- Professional Standards Commission INTASC NCATE trainee
- Northwest Regional Educational Lab. Teacher's Advisory Panel Member
- Idaho Dept. of Education Standards Implementation and Design Language Arts contributor
- Idaho Reading Indicator —Teacher representative

Awards and Honors

- Alumni Award for Excellence University of Idaho
- Teaching Excellence Award Nominee NEA Foundation
- Educational Leadership Distinguished Fellow Scholarship University of Idaho
- Marsha Nakamura Award for Teaching Excellence Idaho Education Association
- Growing Idaho's Future Teachers (GIFT) Day
- Scholastic, Inc. Internship Recipient
- EXCEL Foundation Grant Recipient
- The Thomas C. Wright Fellowship Recipient, University of Idaho
- Congressional Record Entry Biography
- Idaho State Teacher of the Year 2000
- National Board for Professional Teaching Standards Middle Childhood Generalist
- Educator of the Year Coeur d'Alene School District
- Elementary Educator of the Year Coeur d'Alene School District
- Elementary Educator of the Year Nominations
- Outstanding Senior University of Idaho

Published Materials

- Larsen, Nancy. (2008). Applying Lessons Learned. Perspectives: The Official Publication of the Idaho Association of School Administrators, XXXII, 15-17.
- Larsen, N. Individualized Spelling: It can be done effectively. *Portals: A journal of the Idaho Council International Reading Association*, 5, 27-28.
- Larsen, N. Making Cents. Teaching Children Mathematics, 2, 519 522.
- Larsen, N. National Board Certification: Time to Accentuate the Positive, NEA Today, Oct. 2000, 7.
- Larsen, N. Pilot Retreat Provides the Perfect Mix for Writing Success, National Writing Project's Quarterly, Fall, 1999.
- Larsen, N. Ripples Beyond the State Reading Conference, Portals: A journal of the Idaho Council International, May 2006.
- Larsen, N. Six Stages of Certification. The Candidate Connection, NBPTS, Sept. 1999.
- Larsen, N. Touched by Love. Learning, Jan Feb, 1997, 110.

Hobbies and Interests

- Creating unique furniture with paint and pattern
- Bicycling/camping with family
- Baking personalized breads and sweets
- Attending classic car events
- Creating knitted scarves
- Volunteering at church and in the community

Personal Curriculum Innovations

- Life Begins in the Classroom A multi-disciplinary unit based upon hatching eggs
- Touched by Love Parents in the classroom for Valentine's Eve
- Guided Reading for Literacy Growth Students placed in readers to progress at learning levels
- Pennies for the Playground Hands on math activities with pounds of pennies
- Christmas Around the World Learning about other cultures' celebrations
- Math Club An after school program for students who never get enough math exploration
- Story Through the Eyes of an Artist Dissecting familiar characters of picture books with a community volunteer
- Community Service Project An annual fall clean-up in conjunction with the city of Coeur d'Alene
 Cemetery Personnel at Forest Cemetery
- Good Deeds Open House The culmination of a 6-week writing unit based upon the fulfillment of a good deed
- Parents as Student Parents join in the rigor of the day as a student in the classroom
- Poetry and Popcorn A Celebration of Words to conclude a 5 week poetry exploration
- Student Led Parent/Teacher Conferences Students present a portfolio of work, evaluate own performance, and set goals for future learning and success
- Potluck and Portfolios A year end celebration of student work and family evening
- Create a Picture Book A partnership involving 2nd grade students or high school seniors
- Boxy Math, Four-legged Math Problem, Pizza-lotta Independent math inquiry projects based upon realworld situations in cooperative groupings
- Sixth-Lit Times A quarterly, themed newspaper written by and for students
- Gazinta Auctions A reward program for students who demonstrate a healthy work ethic and pride in performance





Ron Nilson, President and CEO of Ground Force Worldwide and his wife of (44) years, Pamela Nilson have lived in Kootenai County for (15) years. Ron and Pam are originally from the Seattle area and are blessed with (5) children and (13) grandchildren (all living in the Spokane area). Ron has over (44) years in the manufacturing industry, owning several companies over the years. GFWW builds mine support equipment for both open pit and underground mines and currently exports 75% of their products, employees (165) people in the USA and is the leading manufacturer in the industry. Currently, he has (2) factories in the USA and two overseas; (1) in Europe (1) in Peru. The goal for 2017 is to open another factory in Australia. Ron has spent over (35) years working directly with CATERPILLAR® and their dealers worldwide and has built a reputation for quality and commitment to his customers. Ron serves on several boards across North Idaho including; Kootenai Technical Education Campus (KTEC), Boys and Girls Club of Kootenai County, North Idaho Manufacturing Consortium, and is has served as President at PF Chamber. Ron also serves on the NIC College Board of Trustees and was appointed by Governor Otter to the PNWER (Pacific

N.W. Economic Region) Board. In 2007, Ron was awarded "Citizen of the Year" and also The United States Commerce - "Export Achievement Award"; 2008, Ron was awarded the Inland Northwest Partners "Hall of Fame" award; 2009, GFWW was awarded "Company of the Year" by the Chamber of Commerce and also received the Governors Choice Award – "Lifetime Achievement Award". In 2013, Ron was awarded the "Idaho Businessman of the Year" Award.

Ron enjoys traveling, golf and spending time with his family. He continually strives to make the United States of America and Kootenai County a better place to work and live.

Additional: Ron sits on several boards and is active in the following:

- 1. NIC (North Idaho College) Board of Trustees Vice Cahir Elected by the people
- 2. Pacific NW Economic Region (PNWER) Appointed by Governor Otter
- 3. KTEC (Kootenai County Tech. Campus) Vice Chair, Executive Board Founding Board Member
- 4. Boys & Girls Club Executive Board Member
- 5. North Idaho Manufacturing Consortium Founder / Board Chairman
- 6. Project Freedom Board Member
- 7. Member of the (NAM) National Association of Manufacturers
- 8. Greene Idaho Foundation Board Member
- 9. Post Falls Chamber of Commerce Past Chairman of the Board
- 10. 4-H, STEM Charter & U. District Foundation Annual fund raisers and Auctioneer
- 11. NITRO (North Idaho Training and Rehab Org.) / HARC- Founding Board Member
- 12. Star Gold Corp. Board member Share Holder

Introduction: "I want you to meet an ordinary guy that has been blessed beyond his own capabilities. Only in America could a guy like this make it to where he is in life, with God's help"

KRIS PEREIRA

3893 N Schreiber Way Coeur d'Alene ID 83835 208-661-5220

EDUCATION:

Graduate of California State University, Chico, May 1985. Received Bachelor of Science Degree in Construction Management.

WORK EXPERIENCE:

September 2013 – Present Ginno Construction of Idaho, Inc..

CEO

Duties include business development, project management of special projects, financial oversight and development of commercial ventures.

October 1999 - September 2013 Ginno Construction of Idaho, Inc..

President

Duties include overall management of operations, estimating and project management of special projects, business development,

and financial oversight.

May 1993 - October 1999 Ginno Construction, Inc.

Regional Manager, Northwest Division in Idaho
Duties include marketing regional office, estimating
and project management of local projects. Supervision

of field operations and office staff as required.

March 1990 to May 1993 M.C. Blixt Construction, Inc.

Vice President, Operations

Responsible for supervision and management of estimating department, project managers and field operations. Interacted with controller in standardizing accounting procedures and project tracking system. Projects ranged in value from \$20,000 to \$2,500,000 throughout California and Washington.

March 1989 to March 1990 Porter McLeod Construction, Inc.

Estimator - National retail contractor. Responsible for providing budgets and hard estimates for projects in California, Nevada and Colorado. Projects range in dollar value from \$50,000 to

\$2,000,000.

June 1988 to March 1989 Ginno & Huffman Construction, Inc.

Estimator

Provided quantity takeoffs and hard pricing for private and public

works projects.

July 1987 to June 1988 R.A. Swanson Company

Project Manager & Estimator Retail shopping centers.

Projects ranged in size from 12,000 s.f. to 150,000 s.f. Value for

projects varied from \$200,000 to \$4,500,000.

June 1985 to July 1987

Carlos Interior Systems **Project Manager & Estimator** Tenant improvement contractor specializing in high rise office construction, institutional renovation and remodel. Annual volume was 13 million per year.

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projects varied from \$200,000 to \$4,500,000.

June 1985 to July 1987

Carlos Interior Systems **Project Manager & Estimator** Tenant improvement contractor specializing in high rise office construction, institutional renovation and remodel. Annual volume was 13 million per year.

Bonnie Russell-Hunt

Education:

School Administration, California State University, Fullerton, California M. A., Education, California State Polytechnic University, Pomona, California B. A., Child Development, California State University, Los Angeles, California

Credentials:

1982-

2002

1982-

Administrative Services Learning Handicapped Severely Handicapped

Professional Experience:

Trotessional Experience.				
2009- 2012	Program Improvement Coordinator, El Monte City School District, El Monte, CA.			
2007 -2000	Director, Special Education, School Innovations and Advocacy, Rancho Cordova, CA.			
2000 - 2006	Director, Special Education Consulting, School Business Services Division: Vicenti, Lloyd and Stutzman, LLP, Glendora, CA. Independent consultant.			
1985 -2000	Director, Pupil Personnel Services: Colton Joint Unified School District, Colton, CA. Directed the special education program, coordinated the K-12 guidance and substance abuse programs, coordinated the Medi-Cal billing program, coordinated LH and SH internship programs for two universities, coordinated the WorkAbility program.			
1997- 2000	Technical Director: Inland Agency, Moreno Valley, CA. Trainer for the Peace Builders and Peace Leaders programs.			
1997- 2002	Instructor: Chapman University, Moreno Valley and Ontario Centers, CA. Special education .			

Professional and Community Activities:

Rotary Club, board member.

Distinguished Service Award, Juvenile Justice and Delinquency Prevention Commission.
Volunteer of the Year, Shine a Light on Child Abuse.
Association of School Administrators.
Advisory Boards, CSUSB and UCR.
American Association of University Women.
American Diabetes Association, board member.
San Bernardino Child Advocacy Program, board member, CASA volunteer

Professor: California State University, San Bernardino, CA.

Professor: University of California, Riverside, CA. Extension faculty.

Professor, guest speaker, Extension faculty.

Tina Stevens has directed the Northwest Academy of Music, Inc., for the past 22 years, serving thousands of students in Kootenai County and outlying areas. Founded in 1989, Northwest Academy of Music offers holistic music programs for toddlers, preschoolers, and elementary age children in addition to private lessons for all instruments and voice. In 2000 Mrs. Stevens opened Northwest Music Center. This full-line music store is the largest of its kind in North Idaho and Eastern Montana, offering instruments, accessories, books, repair, and rentals. Mrs. Stevens' has been a program coordinator, trainer, choreographer, curriculum writer and revisionist for various music education systems. She has written and produced ads for television, radio and print media and implemented music-related art contests for children of all ages in area school districts. She is the founder of Music Generation, a community-based instrument donation program for underprivileged kids. Mrs. Stevens is a certified instructor in the Yamaha (YMES) and Harmony Road Music Education Systems and has been administrating business management systems since 1985. www.nwacademy.com

Chad Stevens is executive director of Resplendent Ministries, a not-for-profit organization offering mentoring services for at-risk children and their families. His 40-year history includes preschool directorships, teaching emotionally disturbed children, foster parenting special needs children, and doing psychosocial rehabilitation for elementary-aged children (PSR) for the State of Idaho. As a professional portrait photographer since 1975, Mr. Stevens' work has been featured on newspaper and magazine covers. He taught photography at Skagit Valley College and now offers private and group instruction in Coeur d'Alene. Mr. Stevens has authored three books related to his work with children and publishes a newsletter for children which can be found at www.thelightwriter.org. He is the owner of Northwest Photographic Arts in Coeur d'Alene and holds a B.A. in Psychology with an A.S. in Early Childhood Education. www.nwphotographicarts.com

Terry T. Wright

10217 Cedar Court Hayden, Idaho 83835 terrytrainerwright@hotmail.com

Profile

Over 20 years experience in Elementary Education.

Develops, plans, prepares and delivers instruction.

Assesses, records and communicates student progress.

Establishes positive and productive relationships with parents and other professionals.

Works under pressure with challenges and available resources.

Works creatively and collaboratively with colleagues.

Nominated Teacher of the Year, 1997.

Professional Experience

2013-2007 Teacher's substitute, School District 271, Coeur d'Alene, Idaho.

2007-2004 Part time teacher, Fernan Elementary, Coeur d'Alene, Idaho.

2004-2003 Part time teacher, Hayden Meadows Elementary, Hayden, Idaho.

2003-2002 Greenhouse assistant, Petal Pushers Nursery, Coeur d'Alene, Idaho.

2002-1993 Teacher, Fernan Elementary, Coeur d'Alene, Idaho.

1993-1990 Teacher, Hazeltine Elementary, Van Nuys, California.

Education

2013-1993 Continuing education: North Idaho College/ University of Idaho.

Idaho Education Credential: Standard Elementary K/8.
 Professional Clear Multiple Subject Teaching Credential.

College for Developmental Studies; Los Angeles, California.

1985 Bachelor of Fine Arts

University of Colorado; Boulder, Colorado.

Contributions to the Education Profession

Served as Master Teacher to several aspiring University of Idaho students.

Served as school liason and judge for District 271 Science Fair for three years.

Served on a Student Assessment Team for over four years.

Integrated Advanced Learning Strategies and programs for high achieving students.

Community Involvement

Hayden Canyon Charter School founding Board.

Board Director at Panhandle Parks Foundation.

Kootenai County Dog Park Association founding member.

Chair of Fort Sherman Playground Children's Committee.

District 271 Long Range Planning Committee.

References

Jim Gray	Principal, School District 271	208-929-0307
Bob Macdonald	Former Kootenai County Commissioner	208-660-3313
Melissa Shanahan	Educational Pathways	303-588-9851

8113 Stonehaven Drive Hayden, Idaho 83835

208.771.0174 amyvoe@frontier.com

OBJECTIVE

To participate on the advisory committee for the Board of Hayden Canyon Charter School of expeditionary learning

SKILLS

Professional, accurate, and concise written and oral communication proficiencies; Broad knowledge of digital and print marketing and advertising venues; Adept networking and public relations skills

EXPERIENCE

3/2016 - present Laura Little Theatricals, Coeur d'Alene, Idaho

Marketing Manager

Build brand awareness for premier production in a new market through a variety of marketing and advertising campaigns; Maintain and build relations with past and present patrons

6/2002 - present Journal Graphics, Portland, Oregon

Independent Contractor / Outside Printing Sales Consultant

In a strictly outside sales position, responsible for building and maintaining an account base of publishers, advertising agencies, and graphic designers for publication printing opportunities

Accomplishments

- Assist customers to manage print costs within budget parameters upwards of \$500,000
- Advise customers on economic formats to derive cost efficiencies
- Anticipate customer requirements and needs for printing, fulfillment, and delivery
- Educate clients on the printing process and best file submission formats for ideal quality outcome
- Service additional media avenues compatible with print, including digital, page-turning software and social media programs
- Coordinate all phases of production, serving as liaison between 200+ customers and multiple internal production departments
- Manage multiple project dates to meet deliverables while supporting other team members to ensure order quality and accuracy
- Developed effective communication procedures with internal production team as the company's first independent contractor and outside sales representative

2001-2006

Genesis Associates, Coeur d'Alene, Idaho

Counselor

Individual and family counseling with focus on adolescents, play therapy with children, marital counseling

1997-2002

Century Publishing, Coeur d'Alene, Idaho Printing Sales / Marketing Consultant

Inside and outside sales of printing projects to publishers, advertising agencies, and graphic designers through cold calling and the timely response to inquiries

EDUCATION

1997-2000 University of Idaho, Coeur d'Alene, Idaho

Masters of Education, Counseling and Human Services

University of California, San Diego, California 1992-1996

Bachelor of Arts. Sociology with a Specialization in Regional Studies

1993-1994 Studied sociology and political science. France and England

AFFILIATIONS

Licensed Professional Counselor, State of Idaho Board Member of Coeur d'Alene Education Partnership Member of National Parent Teacher Association Member of Dalton Elementary School Leadership Team Coeur d'Alene School District PTA Alliance Participant

Rachel Wheeler 9449 Ash St Hayden, ID 83835 wcpreschool@hotmail.com 208-819-0407

Summary: I currently teach preschool and Kindergarten at Take Flight Early Education (see enclosed flyer), which I own and operate. I have a passion for exciting and engaging children while teaching them basic skills like reading and early math. I use a hands on approach with Science and math and have all my students reading at least a grade level ahead when they leave me.

Education: Eastern Washington University

Bachelors of Science in Business Administration- Finance

Experience: 6 years owner/operator Take Flight Early Education Private Preschool and

Kindergarten

6 years teaching Preschool and Kindergarten



K. John Young President, Construction Manager

John has been involved in the construction industry for over 30 years and has been responsible for the majority of the pre-construction services provided to clients in the 20 plus years at Young Construction Group. Licensed as an Idaho State Public Works Construction Manager since 2001, John has provided constructability and construction assembly cost analysis, conceptual, design development and progress drawing budget estimates and detailed schedule projections for a wide variety of public works and private sector projects. John's project experience includes numerous motor vehicle and recreational vehicle service and repair facilities, manufacturing and industrial facilities, public works projects ranging to \$30 million and 100's of thousands of square feet of tilt, masonry pre-engineered and structural steel framed buildings.

Project Role:

John will work with the owner's project team and the Design Team to develop the most cost effective construction systems to meet the HC Charter School's life cycle goals and provide detailed analysis of construction assembly system costs, conceptual, design development and progress drawing budget estimates and schedule projections during the pre-construction timeframe of the project development. During construction, John will work with the selected contractor's to insure quality assurance, construction schedule review and progress analysis and construction progress reporting.

Registration:

Idaho State Public Works Construction Manager License No. 168

Activities & Recognition:

- Associated Builders and Contractors, Inland Pacific Chapter, Board of Directors and Past-President, 1988 – 1997
- Concerned Businesses of North Idaho, Board of Directors and Past-President, 1998 – 2010
- FirstBank Northwest, Board of Directors and Audit committee, 1999 2007
- Kootenai County United Way, Board of Directors, 2001 – 2004
- EXCEL Foundation, Board of Directors and Past-President, 2003 – 2010
- North Idaho College Foundation, Board of Directors and Past-President, 2005 present
- Hayden Lake Country Club, Board of Directors and Past-President, 2010 – 2014
- Kootenai Health Foundation Board, Board of Directors, 2011 2015
- Hayden Urban Renewal Agency Board of Directors, 2010 present
- Idaho State Workforce Development Council, 2012 – present

Relevant Project List:

- North Idaho College Career Technical Education Building, Coeur d'Alene, Idaho
- Lakeland High School Addition and Remodel, Rathdrum Idaho
- Kootenai Health: Health Resource Center, Heart Center Addition, Central Plant Expansion, McGrane Center, ICU/CCU Remodel, EP Lab Renovation and Expansion, Operating Rooms Phase One Expansion and Remodel, Adult Behavioral Health Renovations, Coeur d'Alene, Idaho
- Knudtsen Chevrolet, Post Falls, Idaho
- Lake City Ford, Coeur d'Alene, Idaho
- Coeur d'Alene Honda, Coeur d'Alene, Idaho
- Lone Wolf Harley Davidson, Coeur d'Alene, Idaho and Spokane, Washington
- Taylor & Son's Chevrolet, Ponderay, Idaho
- LCF Enterprises, Post Falls, Idaho
- Benewah Community Hospital Addition and Expansion, St. Maries, Idaho
- Ground Force Manufacturing, Post Falls, Idaho
- Outotec Manufacturing, Coeur d'Alene, Idaho
- · Bay Shore Manufacturing, Rathdrum, Idaho
- Big R Stores Expansion and Renovation, Coeur d'Alene, Idaho

Appendix F: Contract, Leases, Agreements

Attached are the following:

- 1. Letters from EL Education explaining their support for HCC, even though they do not have the personnel available to add another school in our region to their network. Nationally, with the growth of EL due to its success, they have had to limit their focus because of their available staff and resources and are concentrating primarily on selected geographical areas that are inner city urban environments for the most part. They have extended an invitation for HCC to be involved informally and take advantage of their materials and resources and also attend various EL events and training conferences. One of our current board members, Sarah Halstead is planning on attending two of these this coming July in Colorado.
- 2. Letter from Charles Buck of the University of Idaho, indicating their support and willingness to make resources available. They are interested in collaborating for example by making lab space and U of I owned natural areas available to train HCC teachers and provide learning expeditions. We are also discussing a potential mentoring program between U of I and HCC students.
- 3. Letter from the YMCA indicating their interest in managing the community center, which will be adjacent to the school building.
- 4. Letter of Intent from Head Start to lease two classrooms in the school building. They have a need to locate a facility in this area and there will be a comfortable transition for their students into HCC.
- 5. Letter from Rachel Wheeler, Owner/Operator of Take Flight Early Education, a well-respected local pre-school & early learning center, expressing interest in leasing 1 - 2 classrooms.
- 6. Letter and information from Hayden Gems, a local non-profit which operates the Hayden Senior Center and Jumping Beans Mobile Food Bank. The opportunity exists to collaborate in many different ways, from donating produce from the school garden to the food bank to after school tutoring of HCC students by seniors.
- 7. Letter from Tina Stevens, Director of the Northwest Academy of Music
- 8. Information regarding Running Shoes for Kids, a local non-profit which raises funds to provide running shoes for young student athletes where needed.
- 9. Letter and information regarding the Institute for Community and an initial draft of a template for the facility lease/space share agreement between the Institute for Community at Hayden Canyon (IFCHC) and HCC. As mentioned, IFCHC is the 501c3 which will own the land and finance the building construction and execute shared use agreements with HCC and other complementary users.



EL Education 247 West 35th Street Eighth Floor New York, New York 10001 ELeducation.org

April 7, 2016

To Whom it May Concern,

EL Education has been in discussion for the past two years with the founding group of the Hayden Canyon Charter School. Members of our staff have met with the founders, presented to the community and supported the development of the group's charter application.

Our organization has recently revisited some foundational elements of our approach to growth and location of new partnerships through the development of a new strategic plan. This has required a review of all potential partnerships in our pipeline, including the Hayden Canyon Charter School. Upon completion of this review, we have determined that Hayden Canyon is one of the projects in which we are unable to provide direct, onsite support, if it were to receive approval. There are numerous EL Education resources that the school can utilize including books, curriculum, videos, examples of student work, etc. However, we are unable to engage in a formal partnership with the proposed Hayden Canyon Charter School and, if granted a charter, the school will not be a member of our national network.

Let me be clear that this decision should not be construed as a lack of belief in the Hayden Canyon founding group. They are serious about creating a highperforming school for the students in their community and we believe they are taking the necessary steps to launch a successful school. I certainly hope that our inability to partner with the school does not compromise their chances for approval.

Please contact me directly if you have any questions about this decision. I can be reached at mconrad@eleducation.org.

Sincerely,

mode

Mark Conrad Chief Schools Officer EL Education











EL Education 247 West 35th Street Eighth Floor New York, New York 10001 ELeducation.org Idaho Public Charter School Commission via email C/O Vern Newby, President Hayden Canyon Charter Board of Directors vernonnewbyhcc@gmail.com



September 9, 2016

Dear Idaho Public Charter School Commission

I am writing to provide additional information regarding the proposed Hayden Canyon Charter School.



As we have explained in previous correspondence, given the location of the proposed school, we are unable to provide direct, onsite support for this proposed charter and the school will not be a member of our national network of school partners. However, the school will be able to access our open-source ELA curriculum, books, videos and will also be able to send representatives to our conferences and workshops. We believe that these resources and professional development opportunities will support the school in creating an overall instructional program that is inspired by our model.

For more information about the resources available and a complete list of our professional development services, please visit our website www.eleducation.org.



Regards

Mark Conrad

Chief Schools Officer





1031 N. Academic Way, Suite 242 Coeur d'Alene, ID 83814-2277

> Phone: 208-667-2588 Fax: 208-664.1272 www.uidaho.edu/cda

February 11, 2016

Cynthia Reyburn Hayden Canyon Charter School 983 E. Loch Lomond Court Hayden, ID 83835

Dear Cynthia,

On behalf of the University of Idaho, Coeur d'Alene I am pleased to provide this letter of support for your efforts to establish the Hayden Canyon Charter School for expeditionary learning. I was excited to learn more about the exciting concept for this new school and I agree that this approach can address a substantial need in our community.

Our efforts at UI-CDA have centered on building community relationships and identifying opportunities to apply UI resources for progress. Much of our outreach to k-12 throughout the region can be classified as expeditionary learning. We have programs for k-8 in environmental and water quality science that serve more than one thousand students each year. We offer these programs at our site on the Spokane River, at UI Sandpoint, and on location at various schools in the region. These hands-on laboratory and field experiences seek to engage students in an exciting and authentic process and to expose students to entirely new knowledge and ideas.

The confluence project continues to build on a National Science Foundation funded award to the U of I that brings research focused graduate students together with high school teachers to provide scientific research experiences for high school students. The focus of this effort has been snow science and the impacts of climate change in our region. CP has engaged students from Post Falls, Lake City and St Maries High for several years and is ongoing.

Our Regional Math Resource Center engages students, professional teachers and parents in understanding the mathematics curriculum and encouraging multiple approaches to solving real life mathematics problems. We also offer extensive professional development opportunities for teachers throughout the region and recognize that our PD programs much be tuned to local needs for maximum success.

To enhance the impact of U of I activities on community development, I have been closely involved with the Coeur d'Alene 2030 Vision project for the last three years. This project has reached thousands of citizens in the greater Coeur d'Alene area to gather data that informs a comprehensive vision for the future of our community (CDA2030.org). This data has been compiled to create an implementation plan with 180 specific actions to pursue in achieving this vision. Excellence in education and learning opportunities is one of the six key topic areas for this project. Several action items in this topic area are relevant for HCCS. Most notably,

action E & L 4.3 calls for "Experiential Learning Programs for preK-12 students", and action E & L 4.10 "Diversified Schools- Support the continuing development and choice of diverse educational opportunities". These and other specific actions in the Vision Implementation Plan clearly point to broad community support for your efforts to establish HCCS.

Consequently, I am excited about the prospect of working with your steering group to realize your vision for an expeditionary learning school in our community. Furthermore, we will be happy to collaborate in delivering your innovative curriculum and in professional development for your teachers. Our educational programs are always looking for community partners that can provide real world experience for our students and that may benefit from accessing University resources. We hope to be a valued partner to your efforts.

Please feel free to contact me if I can provide any additional information.

Sincerely,

Charles Buck, Ph.D.

July Such

Associate Vice President and Center Executive Officer



March 19, 2015

Glen Lanker 1029 Shadow Wood Lane Coeur d' Alene, ID 83815

Letter of Intent for YMCA of the Inland Northwest with Hayden Canyon

Dear Glen,

The YMCA of the Inland Northwest has provided services and programs to strengthen the local community since its establishment in 1884. Currently, the YMCA operates three facilities in Spokane, a resident camp in Deer Park, and over 20 program sites throughout eastern Washington. All of our operations are run with the purpose of giving everyone a safe place to learn, thrive, and grow.

The YMCA is interested in considering a potential management opportunity with the proposed Community Center to be located on the community campus at Hayden Canyon. While the YMCA is not interested in incurring additional debt or long-term lease obligations, the YMCA does have resources and expertise to operate a recreational facility and offer programs to help people grow in spirit, mind, and body. The YMCA's interest in managing this proposed facility is subject to terms that must align with our strategic vision, meet our budgetary requirements, and be consistent with our mission.

I look forward to speaking with you further as this project progresses.

Sincerely,

John T. Ehrbar

Vice President of Operations



January 22, 2016

Glen Lanker, Board Chair Hayden Canyon Charter School 1029 E. Shadow Wood Lane Coeur d' Alene, ID 83815

Re: Potential for Head Start to operate branch at the proposed HCCS campus

Dear Glen,

This is to confirm our interest in exploring further a long-term shared-use agreement in which Head Start would utilize classrooms within the proposed Hayden Canyon Charter School facility. Head Start provides services to children from low-income families and children with disabilities in the five northern counties of Idaho.

As discussed, Head Start will apply for additional funding when it becomes available to expand our services, in number of hours, and we are interested in a location in Hayden that would allow us to serve more families within that area. Many of our families have to drive down to our Coeur d' Alene locations and having a facility in Hayden would allow us to expand the area of service. We use a guideline of a 30 minute drive time to our various locations.

We have a critical need for space throughout Kootenai County. According to our most recent community assessment, there are significant needs not being met currently; as of 2013, there are 1,695 children ages 0-5, living in poverty (100% FPL)or in extreme poverty (below 50% FPL) and we have waiting lists in the Lakeland School District in Rathdrum, also in Coeur d'Alene and Post Falls. Our other locations are generally temporary because with the existing schools being at or above capacity, classroom space is at a premium and we often don't know if there will be space for us from one year to the next.

It sounds like a working relationship with HCCS would be a great fit, but also with the adjacent YMCA Community Center providing complimentary services. It would be a great environment for our preschoolers and there would be a natural transition for them to attend HCCS. We appreciate that HCCS is looking to build partnerships in the community and be as inclusive as possible with children with extra needs, whether they be disadvantaged socioeconomically or are special needs students.

Regarding our facility requirements, we would anticipate needing the following:

- One or two classrooms with a min. floor area of approximately 800 sq. ft. each.
- Each classroom needs to have direct access to restrooms with age suitable fixtures
- Lockable storage closet within each classroom
- A small office space and possible parent area

Both and Fuller

 The days of the week and hours of operation would weekdays between the hours of 7 a.m. to 5 p.m.

In our current configuration, we pay at or below market rate rent for the space we utilize. It is encouraging to hear you have set up the non-profit to receive the land donation and utilize the USDA Community Facilities Finance Program, which we are familiar with, to build out the facility. Your targeted date of opening in the Fall of 2017 works well for us, pending state approval of HCCS.

We are excited about the potential of this opportunity to work with HCCS and look forward to further discussions and working together on a specific proposal, keeping in mind that a commitment would require approval from our governing board and funding of our application for expanded services. Please let me know if there are any questions and what the next steps would be.

Sincerely,

Beth Ann Fuller

Head Start Director



Take Flight Early Education

"Where education and fun collide!"

June 12, 2015

Glen Lanker 1029 Shadow Wood Lane Coeur d 'Alene, ID 83815

Letter of Intent for Take Flight Early Education with Hayden Canyon

Dear Glen,

Take Flight Early Education's mission is to prepare young children for a lifetime of learning in a safe and loving environment. We create a passion for knowledge by making learning fun and engaging for children in order to teach them in a way that inspires them to seek out answers to their many questions. As we enter our sixth year, we remain committed to providing an exceptional and affordable preschool experience to children in our community from all walks of life.

We feel our style of teaching and curriculum will compliment Hayden Canyon Charters School's Expeditionary Learning Program. We use a thematic lesson plan to incorporate basic skills into each subject, exploring reading, mathematics, science, geography and physical education. We also provide an in depth experience into foreign studies, cultures and languages where our diverse group of students enjoy learning about their global neighbors and each other.

Take Flight Early Education is excited at the prospect of expanding our program at HCCSEL as we feel it will open doors for Kindergarten collaboration at Hayden Canyon Charter School, helping to support the students through the transition of grades.

Our intent is to lease one classroom at HCCSEL upon agreeable lease terms to provide two half day classes, Monday through Thursday during the school season. Our goal is to provide this advanced start to as many children as possible and to expand into additional classrooms as we grow.

Expeditionary Learning Charter schools have proven that they can inspire and motivate eager learners by offering alternative teaching styles and methods. Many families in our community are looking for a program like this for their children. Specifically the families in our school who have become accustomed to a hands on approach to learning at an accelerated rate. We feel this is something that will compliment our community and we are very pleased to be a part of the Hayden Canyon project.

Sincerely.

Rachel Wheeler Owner/Operator

Take Flight Early Education



Take Flight Early Education

"Where education and fun collide!"

Offering Advanced Preschool and Kindergarten Programs

Our Kindergarten and Preschool curriculums are brought to life for your child in fun and imaginative ways. We provide a positive environment to foster your child's self esteem and set the foundation for a well rounded education.

Our Preschool Program Offers:

- ** A proven literacy program designed to have your child reading by the end of the school year.
- ** Introductory programs to Foreign Languages, Art, Science and Mathmatics.
- ** Small class sizes to ensure that each child is challenged and supported in their individual areas of need.



Take Flight Early Education Rachel Wheeler
Owner/Operator
819-0407
wcpreschool@hotmail.com

Hayden, ID

Pre- K and Kindergarten
"Where education and fun collide"

Our Kindergarten Program Offers:



- ** A Proven literacy program designed to have your child reading above grade level
- ** STEAM integrated program (Science, Technology, Engineering, Art and Math)
- ** Small class sizes to ensure that each child is challenged and supported in their individual areas of need.

HAYDEN, IDAHO 208-819-0407



Jason Ball

GCCPG 9428 N. Government Way Hayden, ID 83835 Phone: (208) 819-9220

Glen Lanker

Hayden Canyon Charter School 1029 East Shadow Wood Lane Coeur d'Alene, ID 83815 Phone: (208) 819-4705

Mr. Lanker

The Board of Directors of GCCPG appreciates the opportunity to utilize Hayden Canyon Charter School's joint-use facility. As you know, GCCPG runs a senior center and a food bank charitable organization in Hayden. For at least 6 years now, we have not been able to accommodate the growing population of seniors, nor been able to store enough food to meet the demands of the mobile food bank that delivers to homebound individuals.

We are excited to learn that we will have the option of either relocating to Hayden Canyon's mixed use facility, or opening a satellite location to accommodate patrons and those we serve on the north side of Hayden.

We currently lease at fair market value, and would enjoy the opportunity to divert those funds to a more modern structure designed for the needs of those we serve.

Best regards,

Jason Ball

Chairman

Gem Community Citizens Project Group; dba Hayden Senior Center; dba Jumpin' Beans Mobile Food Bank 1/18/2016



CHANGE FONT SIZE SMALLER I LARGER

HOME

ACTIVITIES

VOLUNTEERISM

DONATE

SERVICES

BOARD OF DIRECTORS

MEET OUR STAFF

LUNCH MENU

TRAVEL & TOURS

SPECIAL EVENTS

WELCOME TO THE HAYDEN SENIOR CENTER

Located in the heart of downtown Hayden, Idaho, we offer an exciting schedule of activities for the older adult. Card games, dominoes, bingo, yoga and Fit 'n Fall exercises are but a few of our activities. We also serve a nutritious mid-day meal on Tuesdays & Thursdays at noon. Need a ride to Monday or Thursday Bingo, Tuesday or Thursday lunch or Friday Crafts? Just call us and we will arrange transportation for you.

Stop by any day of the week for a cup of hot coffee and a fresh bakery goody. Visit with our staff, browse our lending library and pick up a newsletter to see what's happening at our center. If you decide to become a member, there are four membership tiers for you to select. The benefits to being a member may include, but are not limited to: A quarterly newsletter mailed to your home, one free weekly bingo game, lunch punch card with a free lunch after every 10th lunch, and discounts on various services and products. These dues help to support general operations of our facility and the many activities enjoyed by those who visit our center.

Mission Statement: We are committed to working with the community to provide programs, recreational activities and services encouraging active, healthy and independent lifestyles for older adults.

Why Do We Need A Senior Center?

A senior center is not just a place to play games. Consider this: As people age, their spouses and friends age and die often leaving the senior alone and often lonely. A senior center is a place for community members to gather to offer support to older citizens; a place where services and activities can enhance independence and encourage involvement. It's a place where seniors and others can make new friends, learn new skills and share their own lifelong learned skills with others, renewing their interest, spirit, dignity and sense of purpose in life. Regardless of age, we all need assistance and emotional support from time to time. Our staff at the Hayden Senior Center is ready willing and able to help however needed.

Hours of Operation: 9:30 am to 4:30 pm Monday through Thursday and 9:30 am to 3:30 pm Friday.

Senior Center Phone: 208 762-7052 E-Mail: haydengems@frontier.com

Emergency please call 911





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Staff Login

http://www.haydengems.org/ 1/2



Home (/)

History (/history.html)

Donate/Volunteer (/donatevolunteer.html)

Xtreme Relay (/xtreme-relay.html)

Raison d'etre (/raisondetre.html)

Partner with Us (/partner-with-us.html)

Contact Us (/contact-us.html)



Give a fish...feed one person for a day...

Teach someone to fish, while igniting a passion for teaching, and you feed a nation." - JB





(/uploads/1/1/6/8/11689771/8723382_orig.jpg)

SEE OUR PAST RACE HISTORY WHERE WE RAISED AWARENESS AND FUNDING FOR OUR COMMUNITY

JUMPIN' BEANS XTREME RELAY RACE (/xtreme-relay.html)

July 5 2014 was the last of the rockin'est relay race yet! The 3rd annual Jumpin' Beans Xtreme Relay ended the saga of fun-filled Hayden Canyon races on the most challenging course ever devised. Racers found out what they were made of! This was a team event. Teams had up to six athletes. In the final two years, there was an option to run a full marathon or a half.

http://www.jumpinbeans.org/



Northwest Academy of Music, Inc. 3700 N. Government Way, Ste. A, Coeur d'Alene, ID 83815 (208) 667-6200 www.nwacademy.com

To Whom It May Concern:

June 8, 2016

As the director of the largest music school in North Idaho for 22 years, I have experienced the unique perspective of getting to know parents and children from six different school districts, sixteen private schools, countless preschools and daycares, and hundreds of home school situations. The common denominator I have seen is that all parents want a high quality, interactive, joyful learning environment for their children where they are valued as persons.

The public school environment over the years has become increasingly stressful. Reduced funding, overcrowding, shortages of good teachers, testing requirements, disciplinary issues, and school safety, to name a few, have contributed to this. If there is one thing I have learned over my many years of teaching it is that children do not learn well when they are under stress. This is why the National School Lunch Program offers breakfast to children so they don't work on an empty stomach.

Families in this day and age face their own challenges, unlike past generations. Ever-present connections to technology, work schedules which often include nights/ weekends and fragmented homes can create life lived at a feverish pace in which it is hard for parents to emotionally connect with their children on a daily basis.

I graduated from a private college prep high school with extremely high academics. One of my classmates delivered newspapers every morning at 5am year-round to pay his tuition. Another friend lived in a single wide trailer and delighted in the school lunch because her mentally ill mother had never cooked a meal for her. These students found school to be a safe haven in which to develop themselves academically, emotionally, physically, and spiritually. There was no abuse. There was no despair. There was no discouragement. They became a part of what was first a foreign world but evolved into a place where they could re-define themselves and what they could do with their futures. They were accepted and loved by their peers in spite of the huge economic and cultural differences they shared. It gave them a chance at a better life.

The beauty of Hayden Canyon Charter School is that no child will be turned away for lack of funding. The State of Idaho will be able to tackle head-on the serious problem of being near the

bottom of the list academically out of all the states in the Union. For the first time the most vulnerable of children in our area will have the opportunity to develop themselves beyond what their parents ever dreamed at their most influential time of life. Because they will also be mixing with some of the most privileged and well cared-for children in our community, an example and a standard of excellence will be set in their lives which they have never before experienced.

The reason I believe this will happen is because Hayden Canyon Charter School is originating from a body of volunteers who truly care about children. School culture is created from the top down. If the administration is one of caring, serving, and loving adults, the children will follow that expectation and example. In this environment all are set free to reach their fullest potential, free from the fear and stress found in other school environments. Free to explore, create, invent, and develop their minds. Free to learn.

Approving and funding this school will positively impact the lives of North Idaho citizens and beyond for generations to come.

Sincerely,

Tina Stevens

Director, NWAM, Inc.

HCCS Board of Advisors



Saturday, October 17, 2015 at 1:30 PM in PDT about 3 months ago

Hayden Canyon
Hayden, Idaho 83835

Show Map

This Youth & Citizens race is a fun run through the woods! All proceeds will go to the Non-profit organization, Running Shoes for Kids! This organization raises money to put athletic shoes on our areas youth in need. Every child deserves to have a pair of comfortable and appropriatte shoes as they enjoy the sports they love!

Show up to this event ready to run!

Ages 4-6 run 1/4 mile

Ages 7-10 run 1/2 mile

GUESTS

17

436

interested

went

invited

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National Institute For Community

"Building quality relationships where you live and work through the power of genuine community."

Board of Directors: Dave Ferguson Nicholas Ryan Perry Bigelow Michael Vickery

175 S. HighPoint Drive 2nd Floor Romeoville, IL 60446 Phone: 815-588-6143 Fax: 484-737-4199 www.instituteforcommunity.org ifc@highpointcommunity.com Board of Directors Hayden Canyon Charter 1029 E. Shadow Wood Lane Coeur d' Alene. ID 83815

Dear HCCSEL Board Members,

The Institute for Community (IFC) is a 501(c) 3 which has been working with other non-profit community service organizations, municipalities, schools and neighborhood groups for over 15 years throughout the United States, creating value through relationship building, volunteerism, and coordination of various community services, programs and facilities.

We have been asked to implement our community model in the proposed Hayden Canyon master-planned community in Hayden, Idaho, which has a 33 acre site set aside for a Community Campus containing a Community Park, Community Center, Public K – 8 Charter School and Sheriff Substation. This Community Campus is a portion of over 250 acres of set aside open space.

We have established an affiliated non-profit called the Institute for Community at Hayden Canyon (IFCHC) for the purpose of receiving the donated land for the School and Community Center, securing financing, constructing and managing these facilities and executing shared-use agreements with the various non-profit user groups. The IFCHC has received its tax exempt status approval from the IRS per the attached. We have also obtained a letter-of-intent from the USDA regarding its Rural Development Community Facilities Loan Program to supply the needed financing. One of their criteria is that the non-profit owner/borrower must have an established track record of a minimum of 3 - 4 years of history with audited financial statements, which we comply with.

Please review the enclosed initial draft of a Shared-Use Agreement, which is essentially a long-term lease agreement between the IFCHC and HCC, which will be the primary user of the school facility with defined hours of exclusive use. In addition, HCC will have exclusive use of the adjacent Community Park with its playfields, etc. for defined hours. Final terms and conditions will be subject to approval by our National IFC and IFCHC Boards. There will be secondary non-profit user groups utilizing the facility during other hours. This shared-use will significantly reduce the rent factor for the school and other user groups vs. having to purchase land and build separate single-use facilities.

Please do not hesitate to contact us with any questions and comments. From what we understand about your proposed charter school and expeditionary learning approach, we believe it will be a great fit. We look forward to working together for a bright future for the Hayden Community.

Sincerely,

Michael Vickery Executive Director, National Institute for Community Board Chair, Institute for Community at Hayden Canyon FRIENDSHIP CENTRE **CASA DE LUZ** **COMMUNITY LIFE BLOG**

Building communities. One relationship at a time.

The IFC is committed to building communities, one relationship at a time. We work to solve problems of social isolation starting on a personal level, improving quality of life for individual residents to encourage community engagement that benefits local businesses and larger municipalities. The IFC partners with organizations that share our mission of restoring relationships and fostering fulfillment in towns across America. By applying principles of asset-based community development, the IFC spearheads programs that connect residents to each other and their neighborhoods, creating lasting change in individuals, relationships and entire communities.

The Institute For Community is a 501(c)(3) non-profit organization dedicated to building quality relationships where people live and work, through the power of genuine community. All programs are available to participants regardless of where you live, or ability to pay. Scholarships are available for families in need.

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date: AUG-04 2013

INSTITUTE FOR COMMUNITY AT HAYDEN
CANYON INC
175 HIGHPOINT DRIVE
ROMEOVILLE, IL 60466

Employer Identification Number:
46-1394710

DLN:
17053126330043

Contact Person:
EDWINA O MCCURDY ID# 31229

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31

Public Charity Status:
170(b)(1)(A)(vi)

Yes

Effective Date of Exemption:

November 14, 2012

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Director, Exempt Organizations

Enclosure: Publication 4221-PC

SPACE SHARING AGREEMENT FOR TAX-EXEMPT ENTITIES

This Space Sharing	Agreement (hereinafter referred to as the Agreement) is
made this	, 2017, between the Institute For Community at
Hayden Canyon, Inc	c. (hereinafter referred to as the Owner) and Hayden Canyor
Charter School, Inc.	, dba Hayden Canyon Charter (hereinafter referred to as the
Guest).	

- 1. Whereas, Owner is a duly organized Idaho Not-For-Profit Corporation, engaged exclusively in charitable/educational/religious activities in Hayden, Idaho and is recognized by the United States Internal Revenue Service as being tax-exempt under Section 501(c)(3) of the Internal Revenue Code of 1986. Further, Owner has possession and legal title to a facility located at 13782 N. Government Way, Hayden, Idaho 83835 (hereinafter referred to as **the Facility**), and has available space that can be used by the Guest. Owner currently uses the property almost exclusively for qualified property tax-exempt purposes.
- 2. Whereas, the Guest is a proposed duly organized Idaho Not-For-Profit Corporation, engaged exclusively in educational activities in Hayden, Idaho and is recognized by the United States Internal Revenue Service as being tax-exempt under Section 501(c) (3) of the Internal Revenue Code of 1986. Further, Guest is in need of facilities for its educational purposes and the administration of the Guest has duly made known its desire to locate its program at 13782 N. Government Way, Hayden, Idaho 83835 and in return will contribute services and monthly payments for upkeep and maintenance of the Facility. Guest will use the facility for public school education and related activities intended to further its educational purposes and only perform exempt activities.
- 3. Whereas, the Owner has duly made known its willingness to permit the Guest to utilize its facilities in return for payment of a portion of the general operational expenses of the Facility in the amount of \$10,900.00 per month.
- 4. Whereas, both parties understand that this document is a space sharing agreement designed to encourage the common objectives of each party and to jointly serve the needs of the community of Hayden. Both parties agree that the property will not be used in any way which would jeopardize the current taxexempt status of the property. This Agreement shall be fully enforceable under the laws of Idaho according to its terms and conditions as would be any legal contract.

Now, therefore, in consideration of the following terms and conditions the Owner and the Guest hereby enter into this Agreement.

I. TERM:

This Agreement shall extend for a term of 5 years beginning on August 1, 2017 and ending on July 31, 2022. At the conclusion of each term, both parties may

mutually exercise subsequent 5 year options by notifying the other in writing 30 days prior to end of term.

II. FINANCIAL CONTRIBUTIONS:

A. The Guest shall contribute the following services and amounts as its share of monthly support of the common Facility. The support calculations are based upon the relationship of overall cost of operating the Facility and the amount of space utilized by the Guest.

- B. The Guest shall make a regular contribution of \$10,900.00 on the first day of each month to the Owner to cover the Guest's proportional share of the monthly expenses, and debt management. A five day grace period will be extended if needed. Contribution will be considered late on the 6th day of each month. If for some reason guest is displaced from exclusive portion of facility use, such displacement will require 30 days written notice and Guest will be compensated with either similar facility space substitution or proration of monthly contribution.
- C. The regular monthly payments described hereinabove shall be recalculated from time to time (but no more frequently than every twelve months) to reflect, among other things, the effects of inflation, changes in operating expenses or significant shifts in the actual usage and possession of the subject Premises. The initial calculation is based upon the Guest's contribution of \$130,800.00 for the first twelve month period. Negotiations to recalculate the Guest's monthly contribution shall take place approximately eleven months from the date of this Agreement.

III. SPACE USAGE:

A. The Guest shall be entitled to use certain parts of the Facility on a weekly basis under these stated conditions (subject to occasional changes from time to time upon written request by the Guest and with the approval of the Owner). The floor plan diagram, which is attached hereto and made part of this Agreement as Exhibit A, shall control all space designations described below which shall be referred to hereinafter as **the Premises**. All use of the Premises shall be subject to the general "Rules and Regulations" applicable to all occupants of the Facility, prescribed by the Owner and attached hereto and made part of this Agreement as Exhibit B or posted throughout the Facility.

B. Exclusive use and possession by	the Guest shall be extended to:
1	

- C. Primary (but not exclusive) use and occupancy of the following areas of the Facility shall include:
- 1. Usage of other areas by request and as available considering other Facility activities as determined by Facility Director.

D. Except in cases of special permission, the Facility shall be closed from

____-·

E. All personal property located on the Premises shall belong to the Owner except the property listed in Exhibit "C" attached hereto which is an inventory of the furnishings or equipment owned by the Guest which shall be brought upon the Premises and used therein.

F. In all considerations of space usage, the Owner agrees to make every effort to reasonably accommodate the actual needs of the Guest as it grows and develops new areas of its educational program. Such accommodation shall be made in relation to other competing needs of the Owner and by other similarly located organizations. The Owner, however, shall make the final determination as to what other programs may join in sharing the Facility and as to the expansion of any currently allocated space usage and as to the review or extension of this Agreement.

IV. REVIEW COMMITTEE AND CONFLICT RESOLUTION:

A standing Review Committee shall be composed of one person from each of the organizations sharing space in this Facility (under an agreement for one year or more). The Committee shall also include one representative from the Owner. Should the Business Director from Guest organization not be available to participate in Review Committee discussions pertaining to Guest, Business Director may designate another Staff Member as Guest's official representative. The Committee shall meet bimonthly, or as often as necessary, to assist in the maintenance of good relationships between the various space sharing organizations. The Review Committee shall work to resolve differences stemming from the various uses of the Facility where conflict may arise. The Committee shall also work to establish good rapport and community spirit among the space sharing organizations. In the event a conflict arises between two or more space sharing organizations that cannot be resolved by the Review Committee within thirty (30) days, any party to the conflict may request arbitration. In such case, each party may select a representative who is not personally associated with any organizations at the Facility. The various representatives shall then select an additional unrelated person who shall convene and chair the panel within thirty (30) days after the arbitration is called for. At an appropriate hearing, the arbitration case shall be presented by the parties involved. The arbitration panel shall first attempt to mediate the conflict resolution. If mediation is not successful, each party agrees hereby to be bound by the majority decision of the arbitration panel. The Review Committee and the conflict resolution process described hereinabove shall not be authorized to interpret nor enforce the terms and conditions of this Agreement nor any of its riders or addenda, shall not apply to any conflicts between the Owner and any space sharing organizations.

V. CARE AND MAINTENANCE:

A. The Owner and the Guest shall jointly endeavor together with all other space sharing organizations, to maintain the Facility in a clean and neat condition with floors, walls, windows, doors, roof and mechanical systems in reasonably good working condition. The Owner shall also ensure that utility services for water, gas, electricity and trash service continue without interruption. The Guest shall treat the facilities with all due care and respect and shall be responsible to repair damage caused by any staff person, student or other invitee (reasonable wear and tear excepted). The Review Committee shall be responsible to evaluate requests for repair outside reasonable wear and tear or claims for damage and make recommendation to resolve.

B. The Guest will keep the Premises, including all appurtenances, in good repair, replacing all broken glass with glass of the same size and quality as that broken, and will replace all damaged plumbing fixtures with others of equal quality, and will keep the Premises in a clean and healthful condition according to the applicable municipal ordinances and the direction of the proper public officers during the term of this Agreement at the Guest's expense. However, the Guest shall not make any material changes or renovations in the Premises without first obtaining the Owner's consent. If the Owner is required to make repairs in the Premises in order to maintain or otherwise restore them to their present condition, then the Guest shall be liable to reimburse the Owner for all related expenditures including reasonable labor and materials expended by the Owner's employees.

VI. CONDITION OF PREMISES:

The Guest has examined and knows the condition of the Premises and has received the same in good order and acknowledges that no representations as to the condition and repair thereof have been made by the Owner, or its agent, prior to or at the execution of this Agreement that are not expressed in this Agreement.

VII. USE OF PREMISES:

The Guest shall conduct only the operation of an educational organization on the Premises including those activities described in Paragraph 2 above. The Guest shall not allow the Facility to be used for any purpose that shall adversely affect the property tax exemption of the facility nor increase the rate of insurance thereon. The Guest shall also conduct its activities so as to comply with all relevant environmental regulations and laws requiring accommodation of disabled individuals and prohibiting discrimination, etc. The Guest shall not allow the Facility to be occupied in whole, or in part, by any other person, and shall not share the same or any part thereof, nor assign this Agreement without in each case first obtaining the written consent of the Owner. The Guest shall not permit any transfer by operation of law of the interest in the Facility acquired through this Agreement, and shall not permit the Facility to be used for any unlawful purpose, or for any purpose that shall injure the reputation of the Owner or any other tenant of the Facility.

VIII. MECHANIC'S LIEN:

The Guest will not permit any mechanic's liens, or other liens, to be placed upon the Facility or any building or improvement or personal property of the Owner during the term hereof, and in case of the filing of such lien the Guest will promptly pay same and obtain a written release thereof. If default in payment thereof shall continue for thirty (30) days after written notice thereof from the Owner to the Guest, the Owner shall have the right and privilege at the Owner's option of paying the same or any portion thereof without inquiry as to the validity thereof, and any amounts so paid, including expenses and interest, shall be so much additional indebtedness hereunder due from the Guest to the Owner and shall be repaid to the Owner immediately upon rendition of an invoice therefore.

IX. INDEMNIFICATION:

Both parties shall defend, indemnify and hold harmless each other and their directors, officers, employees, agents and affiliates from and against any and all demands, claims, actions, suits, judgments, decrees, proceedings, liabilities, costs, losses, damages and expenses (including, without limitation, court costs and attorneys' fees), which may arise out of or in connection with (a) the Guest's operations and activities or the use of the Facility by the Guest, including its directors, officers, employees, invitees or anyone holding an interest in the Facility under the Guest, and (b) any violation by the Guest, including its directors, officers, employees, invitees or anyone holding an interest in the Facility under the Guest, of any laws, rules or regulations applicable to the Guest or its operations and activities.

X. NON-LIABILITY OF OWNER:

Except as provided by Idaho statute, the Owner shall not be liable for any damage occasioned by failure to keep the Facility in repair, nor for any damage done or occasioned by or from failure of the electrical system, heat or air conditioning, plumbing, gas, water, sprinkler, steam or other pipes or sewerage or the bursting, leaking or running of any pipes, tank or plumbing fixtures, in, above, upon or about the Facility or any building or improvement thereon nor for any damage occasioned by water, snow or ice being upon or coming through the roof, skylights, trap door or otherwise, nor for any damage arising from acts or neglect of any other space sharing organizations within the Facility. The Owner shall not be liable for injury to any student, faculty member or other person invited upon the Facility by the Guest due to negligence or actions of the Guest's agents.

XI. COMPREHENSIVE LIABILITY INSURANCE:

At the Guest's sole cost and expense, Guest shall carry the following insurance policies from an insurance company satisfactory to the Owner, which policies shall name the Owner and its respective agents, employees and affiliates as additional insured's, (1) Comprehensive General Liability Insurance on the Facility without any deductible amount and with initial limits of not less than

\$1,000,000 for injury to, or death of any person and not less than \$1,000,000 for any one. Owner shall also list Guest as additional insured on their policies. occurrence, (2) property damage insurance without any deductible amount and in an initial amount of not less than \$1,000,000 for damage to property and adequate plate glass and vandalism coverage's, and (3) contractual liability insurance. Each insurance policy shall provide that it will not be subject to cancellation, termination or change except after at least thirty (30) days prior written notice to the Owner. The policies, or duly executed certificates for the same together with satisfactory evidence of the payment of the premiums thereof shall be deposited with the Owner, prior to occupancy of the Premises. Should the Guest fail to obtain and maintain any such insurance, the Owner may (but shall not be obligated to) obtain such insurance and keep the same in effect and the Guest shall pay the premium cost thereof upon demand.

XII. FIRE AND CASUALTY:

If, during the life of this Agreement, the Premises shall be so injured by fire, explosion or other casualty, as to be untenantable, then unless said injury can be repaired within sixty (60) days thereafter either party hereto may cancel this Agreement, in which case the contribution shall be apportioned and paid to the day of such fire, explosion or other casualty.

XIII. STATE AND LOCAL TAXES:

The Guest shall be responsible to pay any and all federal, state and local taxes or fees which may be assessed by any governmental authority or any department or agency thereof as a result of any activity or occupation of the Guest. The Guest agrees to indemnify and hold harmless the Owner, and its directors, officers, employees, agents and affiliates from all such taxes or fees, if any.

XIV. TERMINATION FOR CAUSE

Either party may terminate this agreement upon thirty days notice (30) for cause resulting from default on any of the terms and conditions of this agreement. Notice to terminate must be in writing directed to the HCC Business Director or the IFCHC Director or the President of the respective governing Board. Upon receipt of such termination notice the recipient shall have 15 days to cure the alleged default. Such cure shall thereby void the termination notice.

XV. ABANDONMENT BY GUEST:

If the Guest shall abandon or vacate the Premises, or if the Guest's right to occupy the Premises is terminated by the Owner by reason of the Guest's breach of any of the covenants herein, the same may be re-occupied by the Owner upon such terms as the Owner may deem fit, subject to Idaho statute; and if a sufficient sum shall not thus be realized monthly, after paying the expenses of such re-occupation and collecting to satisfy the contributions described hereinabove, the Guest agrees to satisfy and pay all deficiency monthly during

the remaining period of this Agreement. Owner will make every reasonable effort to mitigate the damages.

XVI. DEFAULT AND ENFORCEMENT OF AGREEMENT:

A. In case the Guest shall make any default in respect to any of the foregoing covenants, then the Owner, at its option, shall have the right to terminate this Agreement upon written notice to the Guest or to any other person. If such default has not been cured within five (5) days, in the case of a payment default, or within fifteen (15) days, in the case of any other default, after receipt of such notice of termination and upon the termination of said Agreement at the option of the Owner, as aforesaid or at the expiration by lapse of time of the term hereby demised, the Guest shall at once surrender possession of said Premises to the Owner, and if such possession be not immediately surrendered, the Owner may re-enter said Premises and repossess itself thereof as of its former estate and remove all persons and effects therefrom, using such force as may be necessary without being deemed guilty of any manner of trespass or forcible entry or detainer. Except as set forth in the previous sentence, the Guest expressly waives the service of any notice of intention to terminate this Agreement or to re-enter said Premises, and waives the service of any demand for payment of the contribution or for possession and waives the service of any and every other notice or demand prescribed by any statute or other law, and agrees that the simple breach of any of the said covenants shall, of itself, without the service of any notice or demand whatever, constitute a forcible detainer by the Guest of said Premises, within the meaning of the statutes of the State of Idaho. No receipt of moneys by the Owner from the Guest, after the termination in any way of this Agreement, or after the giving of any notice, shall reinstate, continue or extend the term of this Agreement or affect any notice given to the Guest prior to receipt of such money.

B. The Guest will pay and discharge all reasonable costs, attorneys' fees and expenses that shall be made and incurred by the Owner in enforcing the covenants and agreements of this Agreement.

XVII. RIGHTS CUMULATIVE:

The rights and remedies of the Owner under this Agreement are cumulative. The exercise or use of any one or more thereof shall not bar the Owner from exercise or use of any other right or remedy provided herein or otherwise provided by law, nor shall exercise nor use of any right or remedy by the Owner waive any other right or remedy.

XVIII. MISCELLANEOUS PROVISIONS:

This written document constitutes the entire Agreement between the two parties. No oral representation shall prevail against any written term. This Agreement shall be binding upon the land and the benefits and the responsibilities under this Agreement shall pass to and be binding upon the legal successors of the parties hereto. The Laws of the State of Idaho shall control the interpretation of the terms

of this Agreement and to the disposition of any legal conflict. If any term or clause within this Agreement shall be determined by a court of law to be invalid or void for any reason the said part shall be severed from the whole and the remaining provisions shall remain in full force and effect.

Approved by:	
Owner By:	
Its:	
Guest By:	
Its:	

EXHIBIT A: FLOOR PLAN DIAGRAM SPACE SHARING AGREEMENT between Owner and Guest Association

EXHIBIT B: RULES AND REGULATIONS SPACE SHARING AGREEMENT between Owner and Guest Association

- 1. The sidewalks, halls, passages, and stairways shall not be obstructed by the Guest or used for any purpose other than for ingress to and egress from the Premises. The halls, passages, entrances, stairways, balconies and roof are not for the use of the general public, and the Owner shall in all cases retain the right to control and prevent access thereto of all persons whose presence, in the judgment of the Owner shall be prejudicial to the safety, character, reputation and interests of the Facility and its occupants, provided that nothing herein contained shall be construed to prevent such access to persons with whom the Guest normally deals in the ordinary course of its business unless such persons are engaged in illegal activities. The Guest and its employees shall not go upon the roof of the Facility without the written consent of the Owner
- 2. The sashes, sash doors, windows, glass lights and any lights or skylights that reflect or admit light into the halls or other places of the Facility shall not be covered or obstructed. The toilet rooms, water and wash closets and other water apparatus shall not be used for any purpose other than that for which they were constructed, and no foreign substance of any kind whatsoever shall be thrown therein, and the expense of any breakage, stoppage, or damage, resulting from the violation of this rule, shall be borne by the Guest who, or whose clerk, agents, servants, or visitors, shall have caused it.
- 3. If the Guest desires awnings, shades or draperies either inside or outside the windows of the Premises, they must be erected at the expense of the Guest, and must be of such shape, color, material and make as may be approved by the Owner.
- 4. No sign, picture, advertisement or notice shall be displayed, inscribed, painted or affixed on any part of the outside or inside of the Facility on or about the Premises, except glass of the doors and windows of said Premises, and then only of such color, size, style and material as shall be approved by the Owner.
- 5. The Guest shall not place a load upon any floor of the Facility which exceeds the load per square foot which such floor was designed to carry and which is allowed by law. No freight, furniture or bulky matter of any description shall be received into the Facility except during hours and in a manner approved by the Owner.
- 6. The Guest shall not use, keep, or permit to be used or kept in the Premises, any foul or noxious gas or substance, or permit or suffer the Premises to be occupied or used in a manner offensive or objectionable to the Owner or other occupants of the Facility by reason of noise, odors, and/or vibrations, or permit or suffer the Premises to be occupied or used in a manner that, diminishes or

threatens to diminish the quality or reputation of the Facility as or is not in keeping with the reputation, integrity or standards of the Owner, or interfere in any way with other occupants or those having business therein, nor shall any animals or birds (except seeing eye dogs) be kept in or about the Facility. The Guest shall not place or install any antennae or aerials or similar devices outside of or in the Premises.

- 7. The Guest shall not use or keep in the Facility any inflammables including, but not limited to kerosene, gasoline, naphtha and benzene, (except for normal cleaning fluids sold at retail in small quantities), or explosives or any other articles of intrinsically dangerous nature, or use any method of heating other than that supplied by the Owner.
- 8. If the Guest desires telephone or data wire connections, the Owner will direct electricians as to where and how the wires are to be introduced. No boring or cutting for wires or otherwise shall be made without specific directions from the Owner.
- 9. The Guest, upon the termination of the Agreement, shall deliver to the Owner all the keys of offices, rooms and toilet rooms which shall have been furnished to the Guest or which the Guest shall have had made, and in the event of loss of any keys so furnished shall pay the Owner therefore.
- 10. The Guest shall not put down any floor covering in the Premises without the Owner's prior approval of the manner and method of applying such floor covering.
- 11. On Saturdays, Sundays and holidays recognized by the Owner as specified in this Lease and on other days between the hours of 9:00 p.m. and 8:00 a.m., access to the Facility, or to the halls, corridors, or stairways in the Facility, or to the Premises may be refused unless the person seeking access is known to the watchman in charge of the Facility and has a pass or is properly identified. The Owner shall in no case be liable for damages for the admission to or exclusion from the Facility of any person whom the Owner has the right to exclude under Rule 1. above. In case of invasion, mob, riot, public excitement, or other commotion, the Owner reserves the right to prevent access to the Facility during the continuance of the same by closing the doors or otherwise, for the safety of the occupants or the Owner and protection of property in the Facility.
- 12. The Guest assumes full responsibility for protecting its space from theft, robbery and pilferage, including, without limitation, keeping doors locked and windows and other means of entry to the Premises closed.
- 13. The Guest shall not alter any lock or install a new or additional lock or any bolt on any door of the Premises without prior written consent of the Owner. If the

Owner shall give its consent, the Guest shall in each case furnish the Owner with a key for any such lock.

- 14. The Guest shall not make any room-to-room canvass to solicit business from other occupants in the Facility; and shall not exhibit, sell or offer to sell, use, rent or exchange in or from the Premises unless ordinarily embraced within the Guest's use of the Premises specified in the Agreement.
- 15. The Guest shall not waste electricity, water, or air conditioning and agrees to cooperate fully with the Owner to assure the most effective operation of the Facility's heating and air conditioning, and shall not allow the adjustment (except by the Owner's authorized Facility personnel) of any controls other than room thermostats installed for the Guest's use. The Guest shall keep corridor doors closed and shall not open any windows except that if the air circulation shall not be in operation, windows which are operable may be opened with the Owner's consent.
- 16. Prior to removing furniture, equipment, or other items from the Facility, the Guest must submit a written list of such items and obtain approval thereof from the Office of the Facility.
- 17. The Owner and its agents shall have the right to enter the Premises at all reasonable hours to examine the Premises.
- 18. The Owner reserves the right to make such other and further reasonable rules and regulations as in its judgment may from time to time be needful for the safety, care and cleanliness of the Premises at the Facility, and for the preservation of good order therein for the benefit of all occupants of the Facility.

EXHIBIT C: PROPERTY OWNED BY GUEST SPACE SHARING AGREEMENT between Owner and Guest Association

Appendix G: Pre-Opening/Start-up Budget

Three year Operating Budgets and Break-even Budget **Appendix H:**

In addition to the attached HCC budget information in the PCSC templates, also attached are supporting worksheets showing additional detail.

Idaho Public Charter School Commission

Charter Petition: Budget Assumptions

School Name: Hayden Canyon Charter

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:	216	235	289	347	Assumptions / Details / Sources
	Break-Even Budget	Year 1	Year 2	Year 3	
Line Item / Account	break-Even budget	Projected Budget	Projected Budget	Projected Budget	
School Fees & Charges / Fundraising	-	30,000.00	30,000.00	30,000.00	full day kindergarten fee @ \$250 x 10 students
Contibutions / Donations					
Other Local Revenue					
					B-E SU= 10.02; Yr 1 SU= 10.65; Yr 2 SU= 13.6; Yr 3 SU= 17.2, includes both Base support and State
					Discretionary allocations (SU x\$25696), Base support includes exceptional child, see SDE
Base Support	807,850.97	850,992.36	1,005,916.43	1,414,912.06	worksheets attached
					Per SDC, Exceptional Child allocation is embedded in the Support Units and Salary Based
Exceptional Child	-	-	-		apportionment thus excluded on this line item.
Benefit Apportionment	97,941.00	104,683.71	130,378.16	177,992.47	
Other State Support Total (details below)	164,719.12	175,820.35	199,360.20	238,241.35	
State Facility funding	72,360.00	78,725.00	96,815.00	116,245.00	students x \$335
					B-E: 10.0 FTE; Yr 1: (11.0 FTE [Instructional + Pupil Services x \$610) + \$15000; Yr 2 @ 14.00 FTE;
Professional Development	21,100.00	22,143.10	23,332.60	26,285.00	Yr 3@ 18.5 FTE
State Leadership Apportionment	10,110.00	10,615.50	13,143.00	17,187.00	B-E 10.0 FTE; Yr 1: 10.5 FTE x \$1,011.00; Yr 2 @ 13; Yr 3 @ 17.0
					B-E 205.2 ADA; Yr 1: (223.25 midterm ADA x \$50) + \$20,000; Yr 2 @ 245.10 ADA: Yr 3 @ 329.65
State Technology Apportionment	30,260.00	31,922.50	32,255.00	36,482.50	ADA
Continuous Improvement funds	4,000.00	4,000.00	4,000.00	4,000.00	
					B-E: @ 12.9 students; 1 Yr 1: [6% total enrollment 14.1 x \$28] + \$2000; Yr 2 @ 15.48 students; Yr
Gifted and Talented Allocation	2,361.20	2,394.80	2,433.44	2,582.96	3 @ 18.48 students
					B-E Midterm ADA 205.2; Yr 1 (Midterm ADA 223.25 x \$13) + \$2000; Yr 2 ADA @ 245; Yr 3 ADA @
Safe and Drug Free Schools Allocation	4,667.60	4,902.25	5,185.00	6,285.45	\$329.65.
Facilities allotment from Lottery	12,856.32	13,987.20	14,716.16	20,653.44	B-E: 200.88; best ADA x \$64; Yr 1 ADA @ \$218.55; Yr 2 ADA @ 229.94; Yr. 3 ADA @ \$322.71
Instructional Management System	2,004.00	2,130.00	2,480.00	3,520.00	B-E: 10.02 x \$200; Yr 1: 10.65 x \$200; Yr 2: 13.6x \$200; Yr 3: 17.2 x \$200
IT Support Staff	5,000.00	5,000.00	5,000.00	5,000.00	
REVENUE TOTALS	1,070,511.09	1,161,496.42	\$1,365,654.79	\$1,861,145.88	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations: B-E = 10.02; Yr1= 10.65; Yr2= 13.6; Yr 3= 17.2; included are the exceptional child support units. The Break-even year does not include any full time kindergarten students.

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	FIED STAFF Break-Even Budget			Year 1		Year 2		Year 3	
CERTIFIED STAFF			Projected Budget		Projected Budget		Projected Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	8.0	317,456.00	9.0	353,410.47	9.0	360,089.01	11.0	451,000.00	
Secondary Teachers					1.0	40,009.89	3.0		Year 3, 3.0 FTE for secondary includes at least 1 math/science endoresed teacher, 1 FTE ELA endoresed teacher and 1 FTE Social studies endorsed teacher
Other Teachers [clarify in assumptions]	0.5	19,841.00	0.5	19,633.91	1.0	40,009.89	1.0		0.5-1.0 FTE Mentor Specialistleads job-embedded professional learning and mentorship in expeditionary and hands-on investigative learning
Classroom Teacher Subtotals	8.5	337,297.00	9.5	373,044.38	11.0	440,108.79	15.0	615,000.00	Average classroom size: 24 (K-6), 26 (7-8)
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	

SPED Director / Coordinator	1.0	39,682.11	1.0	39,267.83	1.0	40,009.89	1.0	41,000.00	Title and hours:Speccial Ed Coordinator
SPED certified teacher					1.0	40,009.89	1.0	41,000.00	
Special Education Subtotals	1.0	39,682.11	1.0	39,267.83	2.0	80,019.78	2.0	82,000.00	Anticipated % Special Education Students: 7.8%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator	1.0	70,000.00	1.0	70,000.00	1.0	73,000.00	1.0	75,000.00	Title and hours: Education Director 1.0 FTE
Pupil Services: Counselor			0.5	18,473.53	1.0	38,649.00	1.0	40,000.00	
Pupil Services: Nurse							0.5	20,000.00	
Other Certified Staff Subtotals	1.0	70,000.00	1.5	88,473.53	2.0	111,649.00	2.5	135,000.00	
CERTIFIED STAFF TOTALS	10.5	\$446,979.11	12.0	\$500,785.74	15.0	\$631,777.57	19.5	\$832,000.00	

CLASSIFIED STAFF	Brook	-Even Budget		Year 1		Year 2		Year 3	
CLASSII ILD STATT	Break-Even Budget		Projected Budget		Projected Budget		Projected Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General							1.0	20,421.00	
Paraprofessionals- SPED	0.5	10,210.50	0.5	10,210.50					
Admin / Front Office Staff	1.0	20,421.00	1.0	20,421.00	2.0	40,842.00	2.0	40,842.00	
Custodian	1.0	20,421.00	1.0	20,421.00	1.5	30,631.50	2.0	40,842.00	1 Head Custodian year 1, 0.5-1.0 FTE Assitant custodian added each year after as needed
CLASSIFIED STAFF TOTALS	2.5	\$51,052.50	2.5	\$51,052.50	3.5	\$71,473.50	5.0	\$102,105.00	

BENEFITS	Brook	-Even Budget		Year 1		Year 2		Year 3	
DENEFITS	ыеак	-Even buuget	Proje	cted Budget	Proj	Projected Budget Pr		jected Budget	Assumptions / Details / Sources
Туре	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.00%	54,783.47	11.00%	60,702.20	11.00%	76,234.46	11.00%	102,751.55	24
Federal and State Unemployment tax	3.00%	14,940.95	3.00%	16,555.15	3.00%	21,097.53	3.00%	28,023.15	
Worker's Compensation	6.00%	29,881.90	6.00%	33,110.29	6.00%	42,195.06	6.00%	56,046.30	
FICA	7.65%	38,099.42	8.00%	44,147.05	8.00%	55,443.24	8.00%	74,728.40	
Group insurance @ \$5,000 per employee		60,000.00		65,000.00		90,000.00		120,000.00	
Paid time off [clarify in assumptions]									
BENEFIT TOTALS		\$197,705.73		\$219,514.69		\$284,970.30		\$381,549.40	
	-				•				
CERTIFIED & CLASSIFIED STAFF TOTALS		\$498.031.61		\$551.838.24		\$703.251.07		\$934.105.00	

TOTAL STAFF & BENEFITS TOTALS \$695,737.34 \$771,352.93 \$988,221.37 \$1,315,654.40

Additional Notes or Details regarding Staffing Expenditures:

Educational Program (required)

Overall Educational Program &	Dunals From Dunlant	Year 1	Year 2	Year 3	
Special Programs Costs	Break-Even Budget	Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Professional Development	16,500.00	22,000.00	23,000.00	26,000.00	
					Types of anticipated SPED Contractors: Exceptional Child SU: YR 1= 1, Yr 2 = 1.06; Yr 3 = 1.26 all
SPED Contract Services	10,000.00	10,000.00	10,000.00	10,000.00	multiplied by \$4189.35.
Other Contract Services [clarify in assumptions]					
Substitutes	4,000.00	4,000.00	4,000.00	4,000.00	
					While the Business Director will oversee financial matters and basic accounting may be managed
Accounting/Payroll	7,200.00	7,200.00	7,200.00	7,200.00	in-house, payroll will be outsourced to maximize proficiency and privacy while minimizing cost.
Overall Educ Pgm & Special Pgms Subtotals	37,700.00	43,200.00	44,200.00	47,200.00	
Elementary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)	15,000.00	15,000.00	17,000.00	10,000.00	
Curriculum / text books/trade books/online resou	10,000.00	10,000.00	10,000.00	5,000.00	We have budgeted \$10,000 as a contingency for texts, and we recognize this number looks low,
Other supplies [clarify in assumptions]	5,000.00	5,000.00	7,000.00	5,000.00	Art, music and science supplies

Elementary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Expeditions	10,000.00	10,000.00	10,000.00	10,000.00	Supplies, entry fees, transportation
Elementary Pgm Subtotals	25,000.00	25,000.00	27,000.00	20,000.00	
Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)			7,500.00		We have budgeted \$10,000 as a contingency for texts, and we recognize this number looks low, however we plan to use direct source material in place of text books as much as possible. Online resoures such as BrainPop have a school fee. We intend to utilize Overdrive for free e-book check out from the library as much as possible, the local Bookmobile, and partner with the UI for access to primary sources from peer reviewed journals not accessible otherwise.
Curriculum / text books			3,500.00	5,000.00	
Other supplies [clarify in assumptions]			4,000.00	5,500.00	
Secondary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Secondary Pgm Subtotals			7,500.00	10,500.00	
EDUCATIONAL PROGRAM TOTALS	\$62,700.00	\$68,200.00	\$78,700.00	\$77,700.00	

Additional Notes or Details regarding Educational Program Expenditures:

Technology (required)

[Includes most common; please insert rows as needed]

	Break-Even Budget	Year 1	Year 2	Year 3	
Line Item / Account	break-Even baaget	Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	12,500.00	12,298.91	12,500.00	17,500.00	
					Looking ahead we are researching low-cost or grant funded means by which to increase our
Internet	4,797.91	4,798.91	5,000.00	7,500.00	bandwidth capacity for operating Wi-Fi throughout the school.
Other Contract Services [clarify in assumptions]	2,500.00	2,500.00	2,500.00	5,000.00	Internet security
IT Supprt	5,000.00	5,000.00	5,000.00	5,000.00	We will contract with an IT service provider for our IT support on an "as needed" basis
Technology fees & licenses	5,000.00	5,000.00	5,000.00	5,000.00	for the the staff, but will focus on freeware for all other needs
TECHNOLOGY TOTALS	\$17,500.00	17,298.91	\$17,500.00	\$22,500.00	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)

		Year 1	Voor 2	Voor 2	
	Break-Even Budget		Year 2	Year 3	
Line Item / Account		Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)	85,167.00	85,167.00	12,586.00	80,000.00	
					Year 1 furniture for 16 classrooms, Year 2 Lab furniture and classroom furniture for 7th grade,
					Year 3 funrniture for 8 classrooms, including another science lab, multi-purpose room and front
Furniture [clarify types in assumptions]	85,167.00	85,167.00	12,586.00	60,000.00	office
Other Outlay [clarify types in assumptions]				20,000.00	Year 3 kitchen appliances and
Technology Capital Outlay Total (details below)	29,900.00	28,400.00	32,255.00	34,630.00	Surplus from technology allocation will be set aside for repairs or replacement
Computers for staff use	7,000.00	7,000.00	1,000.00	3,250.00	Year 116 classrooms and admin/office staffff, Year 2 7th grade teacher and
					Yr 1: 46 laptops and carts, Y 2: 110 laptops and carts; Yr 3: 120 laptops and carts. By year 4 our
					goal will be to offer one to one computing in grades 1-8 for ADA, with either laptops or iPads, to
					increase student capacity for research, project production, word processing and collaboration.
Computers for student use	11,000.00	11,000.00	28,000.00	30,630.00	We will adjust as needed.
					1 Copy Machine, 1 printer per clasrrom, 1-2 printers for lab, insurance and replacement
Other Technology [clarify in assumptions]	10,400.00	10,400.00	3,255.00	4,000.00	contingency
Other Capital Outlay [clarify in assumptions]	2,500.00	2,500.00			Industrial refrigerator for sack lunches

CAPITAL OUTLAY TOTALS	\$117,567.00	\$116,067.00	\$44,841.00	\$114,630.00					
Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:									

Board of Directors (required)

[Includes most common; please insert rows as needed]

	Break-Even Budget	Year 1	Year 2	Year 3	
Line Item / Account		Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Board Training	3,000.00	3,000.00	5,000.00	3,000.00	Idaho School Board Assoc. Training, travel to Boise year 2
Legal	9,500.00	9,500.00	9,500.00	9,500.00	
Audit	2,000.00	2,000.00	2,000.00	2,000.00	
BOARD OF DIRECTORS TOTALS	\$14,500.00	\$14,500.00	\$16,500.00	\$14,500.00	

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]

	Break-Even Budget	Year 1	Year 2	Year 3	
Line Item / Account	break-Lveir buuget	Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					New construction/ no additions needed through year 4
					The lease payment will be equivalent to the amortized payment on the foundation's USDA loan,
Mortgage or Lease payments (specify in assumptions)	114,998.74	114,998.74	114,998.74	229,209.19	and therefore will increase Year 3 when phase 2 is completed
Repairs and Maintenance	3,841.01	4,500.00	4,500.00	4,500.00	From Lottery allotment
Utilities Total (details below)	15,000.00	15,000.00	15,000.00	30,000.00	Some Lottery funding applied here
Gas					
Electric					
Other [specify in assumptions] Water, Sewer					
FACILITIES TOTALS	\$133,839.75	\$134,498.74	\$134,498.74	\$263,709.19	

Additional Notes or Details regarding Facilities Expenditures:

Transportation/Nutrition (optional)

[Includes most common; please insert rows as needed]

	Break-Even Budget	Year 1	Year 2	Year 3	
Line Item / Account	break-Everi buuget	Projected Budget Projected Budget		Projected Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]			28,000.00	34,000.00	Transportation contingency
Special transportation (SPED, field trips, etc.)					SPED Transportation included in SPED special contracts with total SPED contingency at \$10,000
					Should break even with Chartwells contract for sack lunches for free and reduced lunch qualified
Nutrition					students
TRANSPORTATION TOTALS	\$0.00	\$0.00	\$28,000.00	\$34,000.00	

Additional Notes or Details regarding Transportation Expenditures: We have a basic trassportation plan for year two and three, but transportation will be provided by parents in year one, with extra support from the school for arranging carpools.

Other Expenses (optional)

[Please insert rows as needed]

	Break-Even Budget	Year 1	Year 2	Year 3	
Line Item / Account	break-Everi buuget	Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Contents, Liability and E&O Insurance	9,167.00	9,167.00	9,167.00	9,167.00	
Authorizer Fee (1.5%)	9,500.00	9,500.00	9,500.00	9,500.00	
General and Administrative	5,000.00	5,000.00	5,000.00	5,000.00	
Advertising and Marketing	4,000.00	5,000.00	5,000.00	5,000.00	
Postage	1,000.00	1,000.00	1,000.00	1,000.00	
OTHER TOTALS	\$28,667.00	\$29,667.00	\$29,667.00	\$29,667.00	

Additional Notes or Details regarding Other 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.]

In an attempt to prepare a most conservative but realistic budget, we have minimized revenue and maximized cost. The entries above do not include estimated fundraising, grant funds or other revenue for which we have no signed contracts at time of Petition submission. However, after four years research, we feel very confident that no less than \$20,000.00 PTA fundraising may be earned even in the first year. This is based upon fundraising at similar local elementary schools discounted at 50% for the first year. Additioanlly, we have received verbal commitments from local contractors, retail stores, non-profit organizations, and others who are committed to support our school through pledges of furniture, fixtures, equipment, and construction materials including naming opportunites and other funding means. These are not included in the budget above per Petition Board guidelines; however, we estimate total commitments to date in the amount of \$100,000.00 at minimum. In addition to the line items above, the HCC Board understands the importance of a reserve cash fund. The Board intends to maintain a minimum of three months operating expenses held in reserve, with six months reserve the final goal. Should governmental funding change, growth projections exceed expections, emergency repairs, or any other cash flow issues arise, the HCC Board intends to maintain funds necessary to overcome most cash needs. Break even should be achieved with 216 students, although based upon our current list of interested families, waiting lists at local charter and private schools, and over crowding at near-by elementary schools, we believe that minimum number will be exceeded. Should however there be an unforeseen issues with initial enrollment, the budget may have expense line item adjustments in areas showing excess funding such as professional development, travel, and other non-necessary items.

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.]

First year cash flow is a challenge for any new business. This is particularly true of a school "business" which relies in part upon governmental funding. These funds are available quarterly although cash is expended monthly. The Board and future Business Director will be highly vested in cash managment, particularly in the first year. HCC will request advance payment of state funds, and any funding mechanisms, grants, naming opportunities, in-kind donations of parents and other volunteers, and fund raising efforts which may occur prior to opening and during the first year. Due to the public excitement already noted, HCC Board feels that if closely budgeted and monitored, first year cash flow will be sufficient to cover expenses.

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
Break_Even_FY2017_Salary-Based-Approtionment-Charter-Template	F	
Break Even_Projected Charter Suport Units	F	
Year 1_2.5Kindergarten_FY2017_Salary-Base-Apportionment-Charter-Templa	F	
Year 1_2.5Kindergarten_Projected Charter Support Units	F	
Year2_2.5K_FY2017_Salary-Base-Apportionment-Charter-Template	F	
Year2_2.5K_Projected Charter Support Units	F	
Year3_2.5K_FY2017_Salary-Base-Apportionment-Charter-Template	F	
Year3_2.5K_Projected Charter Support Units	F	

Financial Summary

		Year 1	Year 2	Year 3
Br	Break-Even Budget	real 1	Teal 2	rear 5
	or care areas budget	Projected Budget	Projected Budget	Projected Budget

School Fees & Charges / Fundraising	-	30,000.00	30,000.00	30,000.00	
Contibutions / Donations	-	-	-	-	
Other Local Revenue	-	•	•	-	
Base Support	807,850.97	850,992.36	1,005,916.43	1,414,912.06	
Exceptional Child	-	•	•	-	
Benefit Apportionment	97,941.00	104,683.71	130,378.16	177,992.47	
Other State Support Total (details below)	164,719.12	175,820.35	199,360.20	238,241.35	
State Facility funding	72,360.00	78,725.00	96,815.00	116,245.00	
Professional development	2,004.00	2,130.00	2,480.00	3,520.00	
REVENUE TOTALS	1,070,511.09	1,161,496.42	1,365,654.79	1,861,145.88	

		Year 1	Year 2	Year 3	
Expenses	Break-Even Budget	Projected Budget Projected Budget		Projected Budget	Assumptions / Details / Sources
Staff and Benefit Totals	\$695,737.34	\$771,352.93	\$988,221.37	\$1,315,654.40	
Educational Program Totals	\$62,700.00	\$68,200.00	\$78,700.00	\$77,700.00	
Technology Totals	\$17,500.00	\$17,298.91	\$17,500.00	\$22,500.00	
Capital Outlay Totals	\$117,567.00	\$116,067.00	\$44,841.00	\$114,630.00	
Board of Directors Totals	\$14,500.00	\$14,500.00	\$16,500.00	\$14,500.00	
Facilities Totals	\$133,839.75	\$134,498.74	\$134,498.74	\$263,709.19	
Transportation/Nutrition Totals	\$0.00	\$0.00	\$28,000.00	\$34,000.00	
Other	\$28,667.00	\$29,667.00	\$29,667.00	\$29,667.00	
EXPENSE TOTALS	\$1,070,511.09	\$1,151,584.58	\$1,337,928.11	\$1,872,360.59	

Operating Income (Loss)	\$0.00	\$9,911.84	\$27,726.68	-\$11,214.71	Potential net cash operating loss in year three due only to anticipated expansion. Cash shortage
					due to minimizewd revenue and maximiozed expense projections for most conservative
Cash to/from Reserve	\$0.00	\$9,911.84	\$27,726.68	-\$11,214.71	budget. In all likelihood, based upon expected and realistic enrollment and financial
					management, net cash will remain positive after year one and reserve account will continue
Cash Reserve Balance	\$0.00	\$9,911.84	\$37,638.52	\$26,423.81	to increase, reaching planned cash reserve of 3-6 months operating expenses.
NET INCOME	\$0.00	\$0.00	\$0.00	\$0.00	

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]

	Due Outerine Due !	Year 1	Year 2	Year 3	
Line Item / Account	Pre-Opening Budget	Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		30,000.00	30,000.00	30,000.00	
Contibutions / Donations		-	-	-	
Other Local Revenue		-	-	•	
Base Support	212,748.09	638,244.27	1,005,916.43	1,414,912.06	25% advance payment per Idaho code 33-1099;
Exceptional Child		-	-	-	deducted from first year remaiing payment amount.
Benefit Apportionment		104,683.71	130,378.16	177,992.47	
Other State Support Total (details below)		138,897.85	199,360.20	238,241.35	All support payments based upon SDE formulas;
State Facility funding		78,725.00	96,815.00	116,245.00	see attachments for detailed calculations.
Professional development		22,143.10	2,480.00	3,520.00	
State Leadership Apportionment		10,615.50	12,799.26	17,793.60	
State Technology Apportionment	31,922.50	-	32,255.00	36,482.50	
Continuous Improvement funds		4,000.00	4,000.00	4,000.00	
Gifted and Talented Allocation		2,394.80	2,433.44	2,582.96	
Safe and Drug Free Schools Allocation		4,902.25	5,185.00	6,285.45	
Facilities allotment from Lottery		13,987.20	14,716.16	20,653.44	
Instructional Management System		2,130.00	2,480.00	3,520.00	
IT Support Staff	5,000.00	-	5,000.00	5,000.00	
REVENUE TOTALS	249,670.59	911,825.83	1,365,654.79	\$1,861,145.88	
					Assumptions / Details / Sources

Additional Notes or Details regarding Revenue: Note that Pre-Opening amounts are deducted from First Year Budget amounts.

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

Average classroom size:

CERTIFIED STAFF	Dro-Or	ening Budget		Year 1		Year 2		Year 3	Title and hours:
CERTIFIED STAFF	rie-o _k	beiling buuget	Proje	cted Budget	Proje	ected Budget	Proje	cted Budget	
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE Amount		Anticipated % Special Education Students:
Elementary Teachers			9.0	353,410.47	9.0	360,089.01	11.0	451,000.00	
Secondary Teachers			0.0	-	1.0	40,009.89	3.0	123,000.00	Title and hours:
Other Teachers [clarify in assumptions]			0.5	19,633.91	1.0	40,009.89	1.0	41,000.00	
Classroom Teacher Subtotals	0.0		9.5	373,044.38	11.0	440,108.79	15.0	615,000.00	
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director / Coordinator			1.0	39,267.83	1.0	40,009.89	1.0	41,000.00	

			0.0	-	1.0	40,009.89	1.0	41,000.00	
Special Education Subtotals	0.0		1.0	39,267.83	2.0	80,019.78	2.0	82,000.00	Assumptions / Details / Sources
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator			1.0	70,000.00	1.0	73,000.00	1.0	75,000.00	
			0.5	18,473.53		38,649.00	1.0	40,000.00	
Other Certified Staff Subtotals	0.0		1.5	88,473.53	2.0	111,649.00	2.5	135,000.00	
CERTIFIED STAFF TOTALS	0.0	\$0.00	12.0	\$500,785.74	15.0	\$631,777.57	19.5	\$832,000.00	
									-

CLASSIFIED STAFF	Pre-Opening Budget		Pre-Opening Budget Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		
Position	FTE	Amount	FTE	Amount	FTE	FTE Amount		Amount	Assumptions / Details / Sources
Paraprofessionals- General			0.0	-	0.0	-	1.0	20,421.00	
Paraprofessionals- SPED			0.5	10,210.50	0.0	0.0		-	
Admin / Front Office Staff			1.0	20,421.00	2.0	40,842.00	2.0	40,842.00	
			1.0	20,421.00	1.5	1.5 30,631.50		40,842.00	
CLASSIFIED STAFF TOTALS	0.0	\$0.00	2.5	\$51,052.50	3.5	\$71,473.50	5.0	\$102,105.00	

BENEFITS	Pre-Op	pening Budget	Year 1 Projected Budget			Year 2 Projected Budget			Year 3 Projected Budget		
Туре	Rate	Amount	Rate		Amount	Rate		Amount	Rate		Amount
PERSI			11.00%	\$	60,702.20	11.00%	\$	76,234.46	11.00%	\$	102,751.55
Federal and State Unemployment			3.00%	\$	16,555.15	3.00%	\$	21,097.53	3.00%	\$	28,023.15
Worker's Compensation			6.00%	\$	33,110.29	6.00%	\$	42,195.06	6.00%	\$	56,046.30
FICA/medicare			8.00%	\$	44,147.05	8.00%	\$	55,443.24	8.00%	\$	74,728.40
Group insurance			0.00%	\$	65,000.00	0.00%	\$	90,000.00	0.00%	\$	120,000.00
Paid time off [clarify in assumptions]			0.00%			0.00%	\$	-	0.00%	\$	-
			0.00%	\$	-	0.00%	\$	-	0.00%	\$	-
BENEFIT TOTALS	5	\$0.00			\$219,514.69			\$284,970.29			\$381,549.40

CERTIFIED & CLASSIFIED STAFF TOTALS	\$0.00	\$551,838.24	\$703,251.07	\$934,105.00
TOTAL STAFF & BENEFITS TOTALS	\$0.00	\$771,352.93	\$988,221.36	\$1,315,654.40

Assumptions / Details / Sources

Types of anticipated SPED Contractors:

Educational Program (required)

	_				Assumptions / Details / Sources
Overall Educational Program &	Dro Oponing Rudget	Year 1	Year 2	Year 3	
Special Programs Costs	Pre-Opening Budget	Projected Budget	Projected Budget	Projected Budget	
Professional Development		22,000.00	23,000.00	26,000.00	
SPED Contract Services		10,000.00	10,000.00	10,000.00	Types of anticipated Contractors:
Other Contract Services [clarify in assumptions]		-	•	-	
Substitues		4,000.00	4,000.00	4,000.00	
Overall Educ Pgm & Special Pgms Subtotals	-	43,200.00	44,200.00	47,200.00	Assumptions / Details / Sources
Elementary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	
Elementary Supplies Total (details below)	4,900.00	10,100.00	17,000.00	10,000.00	
Curriculum / text books	2,500.00	7,500.00	10,000.00	5,000.00	

2,000.00 6,900.00 Pre-Opening Budget	8,000.00 18,100.00 YR1 Projected Budget	- 10,000.00 27,000.00 YR 2 Projected Budget	10,000.00 20,000.00 YR 3 Projected Budget	
6,900.00	18,100.00	27,000.00	20,000.00	
	· · · · · · · · · · · · · · · · · · ·	,	•	
Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	VR 3 Projected Budget	
			mo mojected budget	1
	-	7,500.00	10,500.00	
	-	3,500.00	5,000.00	
	-	4,000.00	5,500.00	
	-	-	-	
	-	-		
	-	7,500.00	10,500.00	
\$6,900.00	\$61,300.00	\$78,700.00	\$77,700.00	Assumptions / Details / Sources
_ _ _			- 4,000.00 7,500.00	- 3,500.00 5,000.00 - 4,000.00 5,500.00

Assumptions / Details / Sources

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
Contract Services Total (details below)	3,000.00	9,298.91	12,500.00	17,500.00
Internet	300.00	4,498.91	5,000.00	7,500.00
Other Contrac Services [clarify in assumptions]	200.00	2,300.00	2,500.00	5,000.00
IT Support	2,500.00	2,500.00		
Technology fees & licenses	2,000.00	3,000.00	5,000.00	5,000.00
		-	-	1
TECHNOLOGY TOTALS	\$5,000,00	\$12.298.91	\$17.500.00	\$22,500.00

Additional Notes or Details regarding Technology

Non-Facilities Capital Outlay (required)

	Dro Opening Budget	Year 1	Year 2	Year 3	
Line Item / Account	Pre-Opening Budget	Projected Budget	Projected Budget	Projected Budget	Account # / Location in Budget:
Educational Pgm Cap. Outlay Total(details below)	85,167.00	-	12,586.00	80,000.00	
Furniture [clarify types in assumptions]	85,167.00	-	12,586.00	60,000.00	
Other Outlay [clarify types in assumptions]		-	-	20,000.00	
Technology Capital Outlay Total (details below)	12,000.00	16,400.00	32,255.00	34,630.00	
Computers for staff use	7,000.00	-	28,000.00	30,630.00	
Computers for student use		11,000.00			

				_	
CAPITAL OUTLAY TOTALS	99,667.00	\$16,400.00	\$44,841.00	\$114,630.00	Assumptions / Details / Sources
		-	-	-	
Other Capital Outlay [clarify in assumptions]	2,500.00	-	-	-	
Other Technology [clarify in assumptions]	5,000.00	5,400.00	3,255.00	4,000.00	

Assumptions / Details / Sources

Assumptions / Details / Sources

Additional Notes or Details regarding Non-

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
Board Training	500.00	2,500.00	5,000.00	3,000.00
Legal	500.00	9,000.00	9,500.00	9,500.00
Audit		2,000.00	2,000.00	2,000.00
		-	-	-
BOARD OF DIRECTORS TOTALS	\$1,000.00	\$13,500.00	\$16,500.00	\$14,500.00

Additional Notes or Details regarding Board of

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

	Due Onenine Budget	Year 1	Year 2	Year 3
Line Item / Account	Pre-Opening Budget	Projected Budget	Projected Budget	Projected Budget
Construction / Remodeling (if applicable)		-	-	-
Mortgage or Lease payments (specify in assumptions)	-	114,998.74	114,998.74	229,209.19
Repairs and Maintenance		4,500.00	4,500.00	4,500.00
Utilities Total (details below)	-	15,000.00	15,000.00	30,000.00
Gas		-	-	-
Electric		-	-	-
Other [specify in assumptions]		-	-	-
FACILITIES TOTALS		134,498.74	134,498.74	263,709.19

Additional Notes or Details regarding Facilities

Transportation/Nutrition (optional)

		Year 1	Year 2	Year 3
Line Item / Account	Pre-Opening Budget	Projected Budget	Projected Budget	Projected Budget
Contract Services [specify in assumption]		-	28,000.00	34,000.00
Special transportation (SPED, field trips, etc.)		-	-	-
		-	-	-

TRANSPORTATION TOTALS	\$0.00 \$0.00 \$28,000.00 \$34,000.00		Assumptions / Details / Sources	
Additional Notes or Details regarding				
Other Evnences (ontional)				

Other Expenses (optional)

[Please insert rows as needed]

	Pre-opening Budget	Year 1	Year 2	Year 3	
Line Item / Account	Fre-opening budget	Projected Budget	Projected Budget	Projected Budget	Assumptions / Details / Sources
Contents, Liability and E&O Insurance	833.00	8,334.00	9,167.00	9,167.00	
Authorizer Fee (1.5%)	-	9,500.00	9,500.00	9,500.00	
General and Administrative	1,000.00	4,000.00	5,000.00	5,000.00	
Advertising and Marketing	3,000.00	2,000.00	5,000.00	5,000.00	
Postage	500.00	500.00	1,000.00	1,000.00	
OTHER TOTALS	5,333.00	\$24,334.00	\$29,667.00	\$29,667.00	

Additional Notes or Details regarding Other Expenditures:

[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

Pre-opening figures above represent the dollars from year 1 budget that will be needed prior to opening. These expenditures are not in addition to first year funds but part of them. The largest figure comes out of FF&E which will be paid on delivery after state funds are received in August. Therefore, we do not anticipate needing external funding for these expeditures since funds to cover their costs will be available a month before opening. Teacher and staff hours for pre-opening workload and professional development will be paid retroactively once state funding is available as is typical. Most of the other preopening expenses can also be paid after the state funds are available. Per Idaho statutes 33-1009(1)(a) and 33-5208(6) we will be requesting advance apportionment payment of 25% per statute limitations as a qualified new charter school. As HCC is in the very fortuante position of having our land and building provided at no build-out cost, pre-opening costs are greatly reduced. The advance apportionment payment to be processed July 1-31 and received no later than the first week of August, will cover our pre-opening items. We understand that the November payment will then be less the 25% advance payment as is so reflected in the budget above. As HCC is planning a first day of school the Tuesday after Laobr Day, even if funds are paid later in July and received the first week of August, this would still be within our pre-opening calendar and budget.

List of Attachments

[If you have supporting documentation related to your budget assumptions or cash flow (costbreakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix _)	Description

Required Data Elements for Calculating Salary Based Apportionment Include only staff paid from General Fund Money (code 10) For Budgeting Purposes 2016-2017

Charter Number		Charter Enters
Charter Name	HCC Break Even	Charter Enters
Charter February Support Units	10.02	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (9-12) (I.C. 33-1004 (5)(d))
Charter Staff Index - Administration	1.51240	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Average Instructional Salary	39,682.11	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Average Pupil Services Salary (NEW)	\$ 36,526.15	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	0.77200	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	9.50	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Actual FTE - Pupil Services	0.76500	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	2.50000	Charter Enters
Actual Total Salary - Administration	\$70,000	Charter Enters
Actual Total Salary - Instructional	\$376,980	Charter Enters
Actual Total Salary - Pupil Services	\$0	Charter Enters
Actual Total Salary - Noncertified	\$51,053	Charter Enters
INSTRUCTIONS:		

Blue Cells require data entry.

Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

Basic Education Data System Salary Based Apportionment and Benefit Apportionment Computation

School Year: 2016-2017

District 000 HCC Break Even

Statewide Information: Administrative Staff Index Administrative Staff Index Cap PERSI plus FICA Employer Rate

1.84399		
1.86643	100.00%	

18.97%

District Information:
Administrative Staff Index
Administrative Staff Index (adjusted for cap)
Mid-Term Support Units:

1.51240
1.51240
1.51240

	Staff Allowance Ratio	Staff Allowance FTE (Units x a)	Small District 9 < 40 units then + 0.5 FTE	Staff Allowance < 20 units then + 0.5 FTE	Separate Sec. School Allowance FTE	Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE col (f)	Staff Index	Base Salary	Average Salary (i x j)	Certified Preliminary Salary Based Apportionment (h x k)
	а	b	С	d	е	f	g	h	i	j	k	I
Administration	0.0750	0.75150				0.75150	1.00000	0.75150	1.51240	34,109.00	51,586.38	38,767.17
Instructional	1.0210	10.23042				10.23042	9.50000	10.23042			39,682.11	405,964.60
Pupil Service	0.0790	0.79158				0.79158	0.00000	0.79158			36,526.15	28,913.37
Noncertified	0.3750	3.75750				3.75750	2.50000	3.75750		20,421.00		
TOTAL						15.53100	13.00000	15.53100				

Noncertified Preliminary Salary Base Apportionme	Salary Based d Apportionment	Actual Salary	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Allowances	Maximum Salary Apportionment	Salary Based Apportionment
(h x j)	(I + m)		Smaller: n or o	p x 18.97%	(Max 15%)				col (n)
m	n	0	p	q	r	S	t	u	V
Administration	38,767.17	70,000.00							38,767.17
Instructional	405,964.60	376,980.00							405,964.60
Pupil Service	28,913.37	0.00							28,913.37
Noncertified 76,731.	76,731.91	51,052.50							76,731.91
TOTAL	550,377.05	498,032.50	498,032.50	94,476.77					550,377.05

ADMINISTRATIVE INDEX 2016-2017

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

		Ī	<u> </u>	MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2	1.00000	1.00000		0.50000			
3							
4							
5		1.00000		1.00000			
6							-
7					0.39000		
8			1.00000				
9							
10				1.00000			
11							
12				·	1.00000		-
13 or more				·		2.00000	0.72675
TOTALS	1.00000	2.00000	1.00000	2.50000	1.39000	2.00000	0.72675
	-	-	-		Actual FTE	TOTAL FTE	10.61675

FACTORED FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	-	-	-	-	-	-	•
1	-	-	-	-	-	-	-
2	1.07600	1.11680	-	0.60110		-	-
3		-	-	-	-	-	-
4	-	-	-	-	-	-	•
5	-	1.24730	-	1.34260	-	-	-
6	-	-	-	-	-	-	•
7	-	-	-	-	0.67469	-	-
8	-	-	1.44510	-	-	-	•
9	-	-	-	-	-	-	-
10	-	-	-	1.61380	-	-	-
11	-	-	-	-	-	-	-
12	-	-	-	-	1.73710	-	•
13 or more	-	-	-	-	-	3.73960	1.46266
TOTALS	1.07600	2.36410	1.44510	3.55750	2.41179	3.73960	1.4626
					Administrative Index	FACTOR	16.05675

INDEX 1.512398

-	_			П
	_	•	л	и
		ш	71	u

Assignment code	Assignments for Pupil Service Staff <u>holding a pupil personnel</u> <u>services certificate.</u>	2015-2016 Category	2016-2017 Category	Map to career ladder_Base year Index
32100/32110	Counselor	Pupil Services	Pupil Services	2015-16
32010	Audiologist	Pupil Services	Pupil Services	2015-16
32050	Speech/Language Pathologist	Pupil Services	Pupil Services	2015-16
32080	School Psychologist	Pupil Services	Pupil Services	2015-16
32090	School Social Worker	Pupil Services	Pupil Services	2015-16
32990	Prevention Specialist	Pupil Services	Pupil Services	2015-16
32070	School Nurse	Pupil Services	Pupil Services	2015-16

Assignment codes moved to Instructional

31049	Athletic Facilitator Restricted	Pupil Services	Instructional	2014-15
31430/31440	Technology Services	Pupil Services	Instructional	2014-15
31450/31460	Mentor Specialist	Pupil Services	Instructional	2014-15
31510/31540	Gifted/Talented Specialist	Pupil Services	Instructional	2014-15
31600/31610	Consulting Instructor-Special Ed	Pupil Services	Instructional	2014-15
33000	Education Media Generalist	Pupil Services	Instructional	2014-15

Assignment codes moved to Classified

32:	150* Community Resource	Worker Pupil Services	Classified	NA	
224	Occupational Therapis	•	Classified	NA	
32.	120* grades)	Pupil Services	Classified	NA	
323	130* Physical Therapist (All	grades) Pupil Services	Classified	NA	

^{*} new classified assignment codes will be created for OT, PT and Community Resource Worker.

Instructional Staff Worksheet

1	Enter fte for each cohort.			
2	Enter fte for Educational Allocations (cells B31 & B32)			
3	Enter fte for staff with OS certificates (cell B38)			
4	Total ftes and Salaries calculate automatically			
5	Average Instructional Salary calcu	lates automatically		

Enter Actual Number RP1 (new) FTE

FY17	Enter	20	16-2017	FY 17	
Career Ladder			Salary		
Placement	Estimated Staff	App	ortionmen	(fte * cohort Salar	y)
	FTE by cohort		t		
R1	-	\$	33,400	\$	-
RP2	4.50	\$	34,250	\$ 154,	125
RP3	ı	\$	35,117	\$	-
P1	1.00	\$	37,249	\$ 37,	249
P2	•	\$	38,758	\$	-
P3	•	\$	39,546	\$	-
P4	1.00	\$	41,113	\$ 41,	113
P5	-	\$	41,961	\$	-
P6	1.00	\$	43,591	\$ 43,	591
P7	-	\$	44,503	\$	-
P8	2.00	\$	46,201	\$ 92,	402
P9	-	\$	47,183	\$	-
P10	-	\$	48,202	\$	-
total fto	0.5			Total Calarias	

total fte 9.5 Total Salaries \$ 368,480.00

Enter Number of Advanced Degrees

(Only applies to Instructional staff w/professional endorsement)*

Education Allo	FTE	FY1	<u> 7 Premium</u>	<u>Total</u>	
<u>BA + 24</u>	1	\$	800	\$ 8	00
<u>MA</u>	5.5	\$	1,400	\$ 7,7	00

Total Ed Allocation \$ 8,500.00

NEW

Enter FTE of Occupational Specialist (OS) Certificates

(Applies to Instructional staff holding an Occupational Specialist certificate in the area for which they are teaching)

	FTE	Allocation	Total	
OS Certificate	0	\$3,000	\$0	
			Total OS Allocation	•

Qualifying salary adj (lane Changes)		-	(from instr Lane Change ta
Salaries plus allocations & qualifying ad	lj \$	376,980.00	•
Average Salary	\$	39,682.11	

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years <u>prior to July 1, 2015</u>, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Instructional Staff salary adjustment due to lane change*

To calculate additional salary increase, consider additional credits reported by staff earned after the 2014-15 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Instruction	al Staff Ba	se Year 2	014-15							Instructional Staff	Actual as of sna	pshot date (Sept	ember 30, 201	6)	
Name	EDUID	FY15 Highest Degree	FY15 Credits	FY15 Total Years	Salary Index 2014 - 2015	Additional Degree	Career Ladder 2015-2016	Career Ladder 2016-2017	2016-2017 Salary	Additional	What the 2016- 17 index would have been without the career ladder	What the Salary would have been without the career ladder. Use FY15 \$23,354 base salary.	Fund 10 FTE	Salary Adjustment Variance	Salary Adjustment Variance
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
														Adj	\$ -

^{*}Applies Instructional staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

Pupil Services Staff Mapping

1	Input FY17 Pupil Services fte on the FY16 grid.
2	Adjust for terminated staff and new hires. First
	year pupil services fte are entered in cell L31.
3	Data populates Instructional Staff Worksheet
4	Enter Number of Advanced Degrees (cells K49 & K50)

Mapping FY16 Pupil Services Staff FTE to Career Ladder

	Mapping F116 Pupil Services Staff F1E to Career Lauder												
2016-20	17 Cohorts	Career Lac	dder Placemei	MA	MA+12	MA+24	MA+36	2016-2017	2015-2016	2016-2017 Salary			
								Career Ladder	Index	2016-2017 Salary			
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR	Placement		Apportionment			
								R1	NA	33,400			
0	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.00000				
1	RP2	RP2	RP2	RP2	RP2	RP2	RP2	RP2	to	34,250			
2	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.34260				
3	RP2	RP2	RP2	RP2	RP2	RP3	RP3	RP3	1.39290	35,117			
4	RP2	RP2	RP2	RP2	RP2	RP3	P1	P1	1.44510	37,249			
5	RP2	RP2	RP2	RP2	RP3	P1	P2	P2	1.49930	38,758			
6	RP2	RP2	RP2	RP3	P1	P2	P3	P3	1.55550	39,546			
7	RP2	RP2	RP3	P1	P2	P3	P4	P4	1.61380	41,113			
8	RP2	RP3	P1	P2	P3	P4	P5	P5	1.67430	41,961			
9	RP3	P1	P2	P3	P4	P5	P6	P6	1.73710	43,591			
10	RP3	P2	P3	P4	P5	P6	P7	P7	1.80220	44,503			
11	RP3	P2	P3	P4	P6	P7	P8	P8	1.86980	46,201			
12	RP3	P2	P3	P4	P6	P8	P9	P9	1.93990	47,183			
13+	RP3	P2	P3	P4	P6	P8	P10	P10	2.01260	48,202			

ENTER 20)15-2016 F	Pupil Service	es FTE	MA	MA+12	MA+24	MA+36
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3							
4							
5							
6				0.77			
7							
8						-	
9							
10							
11							
12							
13+						-	
						Total	0.77

2016-2017 Career Ladder Placement dervied form 2015-	2016-2017 Salary Apport.	Estimated 2016- 2017 fte by cohort	16-2017 Salary Apport.
RP1	33,400		\$ -
RP2	34,250	-	\$ -
RP3	35,117	0.77	\$ 26,864.51
P1	37,249	-	\$ -
P2	38,758	-	\$ -
P3	39,546	-	\$ -
P4	41,113	-	\$ -
P5	41,961	-	\$ -
P6	43,591	-	\$ -
P7	44,503	-	\$ -
P8	46,201	-	\$ -
P9	47,183	-	\$ -
P10	48,202	-	\$ -
		0.77	\$ 26,864.51

Enter Number of Adv	anced Degrees								
(Only applies to Pupi	Service Staff w/	profe	ssional endorse	mer	nt)*				
Education Allocation	on FTE FY17 Premium Total								
BA + 24	0	\$	800	\$	-				
MA	0.77	\$	1,400	\$	1,078				
		Tota	I Ed Allocation	\$	1,078.00				
Qualifying salary adj (lane Changes) \$ -									
•	\$	27,942.51							
			Average Salary	Ś	36.526.15				

(from Pupil Services LaneChange tab)

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years prior to July 1, 2015, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Pupil Service Staff salary adjustment due to lane change*

*Applies Pupil Service Staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

To calculate additional salary increase, consider additional credits reported by staff earned after the 2015-16 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Pupil Serv	ices Staff E	Base Year	2015-16	6					Instructional S	taff Actual as of si	napshot date (Sej	otember 30, 2016)	
Name	EDUID	FY15 Highest Degree	FY15 Credit s	FY15 Total Years	Salary Index 2015 - 2016	Additional Degree	Career Ladder 2016-2017	2016-2017 Salary	Additional credits or degree earned as of Sept. 2016	What the 2016- 17 index would	What the Salary would have been without the career ladder. Use FY15 \$24,055 base salary.	Fund 10 FTE	Total Salary	Salary Adjustment Variance
											\$ -		\$ -	na
											\$ -		\$ -	na
											\$ -		\$ -	na
								•			\$ -	•	\$ -	na
													rotal Salary Adj	\$ -

Charter Schools Only		State Wide Avrg 95%	State Wide Avrg 93%
Input Estimated Information	Estimated Fall Enrollment	Estimated ADA First Period	Estimated ADA Best 28 Weeks
Kindergarten Administrative	42	39.90	39.06
Elementary Administrative			
Grades 1-3	97	92.15	90.21
Grades 4-6	77	73.15	71.61
Secondary Administrative	0	0.00	0.00
Optio	nal programs you ma	y or may not have	_
ALTERNATIVE SCHOOL			
Summer Alternative School			
EXCEPTIONAL PRESCHOOL Number of Pre-school Students			
Hours and minutes of			
service per student per week			
Exceptional students eligible for tuition equiv	valency allowance		
Secondary			

Current Year Support Unit Calculation Through reporting Period 1

ADMINISTRATIVE UNITS	<u>A.D.A</u>	Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units	
Kindergarten Administrative	39.90	_		39.90	÷	40	=	1.00	_
Elementary Administrative equals 300 or more:									
Grades 1-3			_ =	0.00	÷	0	=	0.00	_
Grades 4-6			_ =	0.00	÷	0	=	0.00	_
Elementary Administrative less than 300:									
Grades 1-6	165.3	- 12.96	_ =	152.34	÷	19	=	8.02	=
Secondary Administrative			_ =	0.00	÷	0	=	0.00	_
Exceptional Education Exceptional Preschool					<u>-</u>				
Exceptional Elementary				12.96	_,				
Exceptional Secondary					<u>-</u>				
Exceptional Education Total	il			12.96	÷	0	=	1.00	Minimum
ALTERNATIVE SCHOOL UNIT	S								
				0.00	÷	0	=	0.00	_
				0.00	÷	0	=	0.00	_
TOTAL Estimated Support Un	its (Round	d to nearest hu	ndred	dth)		=		10.02	_

Current Year Support Unit Calculation Through reporting Period 1 Second copy for district without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units	
Kindergarten Administrative	39.90	•		_	39.90	÷	40	_ =	1.00	_
Elementary Administrative equals 300 or more:										
Grades 1-3				. = .	0.00	÷	0	. =	0	_
Grades 4-6				= _	0.00	÷	0	. =	0	_
Elementary Administrative less than 300:										
Grades 1-6	165.3	-	12.96	. = .	152.34	÷	19	. =	8.02	_
Secondary Administrative	0.00			. = .	0.00	÷	0	. =	0	_
Exceptional Education										
Exceptional Preschool				_		=				
Exceptional Elementary				_	12.96	-				
Exceptional Secondary				-	0.00	_				
Exceptional Education Total				=	12.96	÷	0	_ =	1	Minimum
ALTERNATIVE SCHOOL UNITS										
					0.00	÷	0	=	0.00	_
			<u>-</u> .	-	0.00	÷	0	. =	0.00	_
TOTAL Estimated Support Units (Round to	near	est hundredt	th)			=		10.02	

You May Use this Calculation

Current Year Support Unit Calculation BEST 28 WEEKS

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Unit	<u>s</u>
Kindergarten Administrative	39.06			_	39.06	÷	40	_ =	1.00	Minimum
Elementary Administrative equals 300 or more:										
Grades 1-3		-		. = .	0.00	÷	0	=	0.00	_
Grades 4-6		-		_ = _	0.00	÷	0	=	0.00	
Elementary Administrative less than 300:										
Grades 1-6	161.82	-	12.96	. = .	148.86	÷	19	=	7.83	
Secondary Administrative		-		. = .	0.00	÷	0	=	0.00	
EXCEPTIONAL CHILD UNITS										
Preschool Approvals				_		_				
Elementary Approvals				_	12.96	_				
Secondary Approvals				-		_				
Total Exceptional A.D.A				=	12.96	÷	0	=	1.00	Minimum
ALTERNATIVE SCHOOL UNIT	S									
				-	0.00	÷	0	=	0.00	_
				-	0.00	÷	0	=	0.00	_
TOTAL Estimated Support Uni	ts (Round to	nearest	t hundredth)						9.83	_

Current Year Support Unit Calculation BEST 28 WEEKS Without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Unit	t <u>s</u>
Kindergarten Administrative	39.06			_	39.06	_ ÷	40	_ =	1.00	Minimum
Elementary Administrative equals 300 or more:										
Grades 1-3		-		= _	0.00	_ ÷ .	0	_ =	0.00	
Grades 4-6		-		=	0.00	÷	0	=	0.00	
Elementary Administrative less than 300:								_		
Grades 1-6	161.82	-	12.96	= _	148.86	_ ÷ .	19	_ =	7.83	<u> </u>
Secondary Administrative		-		= _	0.00	_ ÷ .	0	_ =	0.00	
EXCEPTIONAL CHILD UNITS										
Preschool Approvals				_		_				
Elementary Approvals				_	12.96	_				
Secondary Approvals				_	0.00	_				
Total Exceptional A.D.A				=	12.96	= ÷ -	0	_ =	1.00	Minimum
ALTERNATIVE SCHOOL UNIT	·s									
				_	0.00	_ ÷ .	0	_ =	0.00	
				_	0.00	_ ÷ .	0	_ =	0.00	
TOTAL Estimated Support Un	its (Round to	neares	t hundredth)						9.83	_
							Yo	u May U	se this Calcula	ation

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

			% of Total
ELEN	MENTARY		
1.	Fall Enrollment, grades K-3	= 139.00	64.35%
2.	Fall Enrollment, grades 4-6 (Do not include border students)	= 77.00	35.65%
3.	Elementary exceptional students eligible for tuition equivalency allowance	= 0.00	
4.	Line 1 + Line 2 - Line 3	= 216.00	
5.	Line 4 x 6%	= 12.96	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	= 12.96	
6.a 6.b	64.35% X 12.96 grades 1-3 Portion 35.65% X 12.96 grades 4-6 Portion	= 8.34 = 4.62	
SEC	ONDARY		
7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	= 0.00	
8.	Secondary <u>exeptional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	= 0.00	
9.	Line 7 - line 8	= 0.00	
10.	Line 9 x 5.5%	= 0.00	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	= 0.00	
PRES	SCHOOL		
12.	Preschool Student Approvals a. For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE		
	 Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding. 	= 0.00	

Required Data Elements for Calculating Salary Based Apportionment Include only staff paid from General Fund Money (code 10) For Budgeting Purposes 2016-2017

Charter Number		Charter Enters
Charter Name	HCC year 1 w 2.5 Kindergarte	Charter Enters
Charter February Support Units	10.65	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (9-12) (I.C. 33-1004 (5)(d))
Charter Staff Index - Administration	1.38389	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Average Instructional Salary	39,267.83	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Average Pupil Services Salary (NEW)	\$ 36,947.07	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	0.77200	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	12.00	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Actual FTE - Pupil Services	0.76500	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	2.50000	Charter Enters
Actual Total Salary - Administration	\$70,000	Charter Enters
Actual Total Salary - Instructional	\$412,312	Charter Enters
Actual Total Salary - Pupil Services	\$18,474	Charter Enters
Actual Total Salary - Noncertified	\$51,053	Charter Enters
INSTRUCTIONS:		

Blue Cells require data entry.

Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

Basic Education Data System Salary Based Apportionment and Benefit Apportionment Computation

Mid-Term Support Units:

10.65

School Year: 2016-2017

PERSI plus FICA Employer Rate

District 000 HCC year 1 w 2.5 Kindergarten

Statewide Information:
Administrative Staff Index
Administrative Staff Index Cap

Administrative Staff Index Cap

District Information:
Administrative Staff Index
Administrative Staff Index
Administrative Staff Index (adjusted for cap)
1.38389

18.97%

	Staff Allowance Ratio	Staff Allowance FTE	Small District < 40 units then + 0.5 FTE	Staff Allowance < 20 units then + 0.5 FTE	Separate Sec. School Allowance FTE	Adjusted Staff Allowance FTE	Actual FTE	Staff Allowance FTE	Staff Index	Base Salary	Average Salary	Certified Preliminary Salary Based Apportionment
		(Units x a)				(b + c + d + e)		col (f)	_	_	(i x j)	(h x k)
	а	b	С	d	е	f	g	h	İ	j	k	I
Administration	0.0750	0.79875				0.79875	1.00000	0.79875	1.38389	34,109.00	47,203.14	37,703.51
Instructional	1.0210	10.87365				10.87365	10.50000	10.87365			39,267.83	426,984.68
Pupil Service	0.0790	0.84135				0.84135	0.50000	0.84135			36,947.07	31,085.41
Noncertified	0.3750	3.99375				3.99375	2.50000	3.99375		20,421.00		
TOTAL						16.50750	14.50000	16.50750				

Noncerti Prelimin Salary Ba Apportion	nary Salary ased Apport	minary Actual Based Salary ionment	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Allowances	Maximum Salary Apportionment	Salary Based Apportionment
(h x j)) (1 -	+ m)	Smaller: n or o	p x 18.97%	(Max 15%)				col (n)
m		n o	р	q	r	S	t	u	V
Administration	37	7,703.51 70,000.00							37,703.51
Instructional	426	5,984.68 412,312.21							426,984.68
Pupil Service	31	1,085.41 18,473.53							31,085.41
Noncertified 81,58	56.37 81	1,556.37 51,052.50							81,556.37
TOTAL	577	7,329.96 551,838.24	551,838.24	104,683.71					577,329.96

ADMINISTRATIVE INDEX 2016-2017

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2	1.00000	1.00000		1.00000			
3							
4							
5		2.00000		1.00000			
6							-
7					1.00000		
8			1.00000				
9							
10				1.00000			
11							
12					1.00000		-
13 or more					·	1.00000	1.00000
TOTALS	1.00000	3.00000	1.00000	3.00000	2.00000	1.00000	1.00000
	-	-	-		Actual FTE	TOTAL FTE	12.00000

FACTORED FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	-	-	-	-	-	-	-
1	-	-	-		-	-	-
2	1.07600	1.11680	-	0.60110	-	-	-
3		-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	1.24730	-	1.34260	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	0.67469	-	-
8	-	-	1.44510	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	1.61380	-	-	-
11	-	-	-	-	-	-	-
12	-	-	-	-	1.73710	-	-
13 or more	-	-	-	-	-	3.73960	2.01260
TOTALS	1.07600	2.36410	1.44510	3.55750	2.41179	3.73960	2.01260
					Administrative Index	FACTOR	16.60669
						INDEX	1.383891

-	_			П
	_	•	л	и
		ш	71	u

Assignment code	Assignments for Pupil Service Staff <u>holding a pupil personnel</u> <u>services certificate.</u>	upil personnel 2015-2016 Category 20		Map to career ladder_Base year Index		
32100/32110	Counselor	Pupil Services	Pupil Services	2015-16		
32010	Audiologist	Pupil Services	Pupil Services	2015-16		
32050	Speech/Language Pathologist	Pupil Services	Pupil Services	2015-16		
32080	School Psychologist	Pupil Services	Pupil Services	2015-16		
32090	School Social Worker	Pupil Services	Pupil Services	2015-16		
32990	32990 Prevention Specialist		Pupil Services	2015-16		
32070	32070 School Nurse		Pupil Services	2015-16		

Assignment codes moved to Instructional

31049	Athletic Facilitator Restricted	Pupil Services	Instructional	2014-15
31430/31440	Technology Services	Pupil Services	Instructional	2014-15
31450/31460	Mentor Specialist	Pupil Services	Instructional	2014-15
31510/31540	Gifted/Talented Specialist	Pupil Services	Instructional	2014-15
31600/31610	Consulting Instructor-Special Ed	Pupil Services	Instructional	2014-15
33000	Education Media Generalist	Pupil Services	Instructional	2014-15

Assignment codes moved to Classified

	32150*	Community Resource Worker	Pupil Services	Classified	NA
		Occupational Therapist (All			
L	32120*	grades)	Pupil Services	Classified	NA
	32130*	Physical Therapist (All grades)	Pupil Services	Classified	NA

^{*} new classified assignment codes will be created for OT, PT and Community Resource Worker.

Instructional Staff Worksheet

1	Enter fte for each cohort.						
2	Enter fte for Educational Allocation	ons (cells B31 & B32)					
3	Enter fte for staff with OS certificates (cell B38)						
4	Total ftes and Salaries calculate automatically						
5	Average Instructional Salary calcu	lates automatically					

Enter Actual Number RP1 (new) FTE

FY17	Enter	20	16-2017	FY 17			
Career Ladder			Salary				
Placement	Estimated Staff	App	ortionmen	(fte * co	hort Salary)		
	FTE by cohort		t				
R1	-	\$	33,400	\$	-		
RP2	6.00	\$	34,250	\$	205,500		
RP3	-	\$	35,117	\$	-		
P1	1.00	\$	37,249	\$	37,249		
P2	1.00	\$	38,758	\$	38,758		
P3	-	\$	39,546	\$	-		
P4	1.00	\$	41,113	\$	41,113		
P5	-	\$	41,961	\$	-		
P6	1.00	\$	43,591	\$	43,591		
P7	-	\$	44,503	\$	-		
P8	1.00	\$	46,201	\$	46,201		
P9	-	\$	47,183	\$	-		
P10	1.00	\$	48,202	\$	48,202		
total fto	12			Total Sal	arioc		

total fte ______ Total Salaries \$

Enter Number of Advanced Degrees

(Only applies to Instructional staff w/professional endorsement)*

Education Allo	FTE	FY1	<u> 7 Premium</u>	<u>Total</u>
<u>BA + 24</u>	1	\$	800	\$ 800
<u>MA</u>	7	\$	1,400	\$ 9,800

Total Ed Allocation \$ 10,600.00

460,614.00

NEW

Enter FTE of Occupational Specialist (OS) Certificates

(Applies to Instructional staff holding an Occupational Specialist certificate in the area for which they are teaching)

	FTE	Allocation	Total	
OS Certificate	0	\$3,000	\$0	
'		Total OS Allocation		\$

Qualifying salary adj (lane Changes)	-	(from instr Lane Change ta
Salaries plus allocations & qualifying adj	\$ 471,214.00	
Average Salary	\$ 39,267.83	

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years <u>prior to July 1, 2015</u>, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Instructional Staff salary adjustment due to lane change*

To calculate additional salary increase, consider additional credits reported by staff earned after the 2014-15 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Instructional Staff Base Year 2014-15										Instructional Staff	Actual as of sna	pshot date (Sept	ember 30, 201	6)	
Name	EDUID	FY15 Highest Degree	FY15 Credits	FY15 Total Years	Salary Index 2014 - 2015	Additional Degree	Career Ladder 2015-2016	Career Ladder 2016-2017	2016-2017 Salary	Additional	What the 2016- 17 index would have been without the career ladder	What the Salary would have been without the career ladder. Use FY15 \$23,354 base salary.	Fund 10 FTE	Salary Adjustment Variance	Salary Adjustment Variance
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
									_			\$ -		\$ -	na
														Adj	\$ -

^{*}Applies Instructional staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

Pupil Services Staff Mapping

1	Input FY17 Pupil Services fte on the FY16 grid.
2	Adjust for terminated staff and new hires. First
	year pupil services fte are entered in cell L31.
3	Data populates Instructional Staff Worksheet
4	Enter Number of Advanced Degrees (cells K49 & K50)

Mapping FY16 Pupil Services Staff FTE to Career Ladder

	Mapping FY16 Pupil Services Staff F1E to Career Ladder											
2016-20	17 Cohorts	/Career Lac	dder Placemer	MA	MA+12	MA+24	MA+36	2016-2017	2015-2016	2016-2017 Salary		
								Career Ladder	Index	2016-2017 Salary		
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR	Placement		Apportionment		
								R1	NA	33,400		
0	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.00000			
1	RP2	RP2	RP2	RP2	RP2	RP2	RP2	RP2	to	34,250		
2	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.34260			
3	RP2	RP2	RP2	RP2	RP2	RP3	RP3	RP3	1.39290	35,117		
4	RP2	RP2	RP2	RP2	RP2	RP3	P1	P1	1.44510	37,249		
5	RP2	RP2	RP2	RP2	RP3	P1	P2	P2	1.49930	38,758		
6	RP2	RP2	RP2	RP3	P1	P2	P3	P3	1.55550	39,546		
7	RP2	RP2	RP3	P1	P2	P3	P4	P4	1.61380	41,113		
8	RP2	RP3	P1	P2	P3	P4	P5	P5	1.67430	41,961		
9	RP3	P1	P2	Р3	P4	P5	P6	P6	1.73710	43,591		
10	RP3	P2	P3	P4	P5	P6	P7	P7	1.80220	44,503		
11	RP3	P2	P3	P4	P6	P7	P8	P8	1.86980	46,201		
12	RP3	P2	P3	P4	P6	P8	P9	P9	1.93990	47,183		
13+	RP3	P2	P3	P4	P6	P8	P10	P10	2.01260	48,202		

ENTER 20)15-2016 F	Pupil Servic	es FTE	MA	MA+12	MA+24	MA+36
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3							
4							
5							
6				0.77			
7							
8						-	
9							
10							
11							
12							
13+						-	
						Total	0.77

2016-2017 Career Ladder Placement dervied form 2015-	2016-2017 Salary Apport.	Estimated 2016- 2017 fte by cohort	201	.6-2017 Salary Apport.
RP1	33,400		\$	-
RP2	34,250	-	\$	-
RP3	35,117	0.77	\$	26,864.51
P1	37,249	-	\$	-
P2	38,758	-	\$	-
P3	39,546	-	\$	-
P4	41,113	•	\$	-
P5	41,961	•	\$	-
P6	43,591	•	\$	-
P7	44,503	•	\$	-
P8	46,201	•	\$	-
P9	47,183	-	\$	-
P10	48,202	-	\$	-
		0.77	\$	26,864.51

Enter Number of Adv	anced Degrees			
(Only applies to Pupi	I Service Staff w/	professional endorse	men	it)*
Education Allocation	FTE	FY17 Premium		Total
BA + 24	0	\$ 800	\$	-
MA	1	\$ 1,400	\$	1,400
		Total Ed Allocation	\$	1,400.00
	Qualifying salary	adj (lane Changes)	\$	-
	Salaries plus e	ducation allocations	\$	28,264.51
		Average Salary	Ś	36.947.07

(from Pupil Services LaneChange tab)

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years prior to July 1, 2015, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Pupil Service Staff salary adjustment due to lane change*

*Applies Pupil Service Staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

To calculate additional salary increase, consider additional credits reported by staff earned after the 2015-16 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Pupil Serv	ices Staff E	Base Year	2015-16	6				Instructional Staff Actual as of snapshot date (September 30, 2016)							
Name	EDUID	FY15 Highest Degree	FY15 Credit s	FY15 Total Years	Salary Index 2015 - 2016	Additional Degree	Career Ladder 2016-2017	2016-2017 Salary	Additional credits or degree earned as of Sept. 2016	What the 2016- 17 index would	What the Salary would have been without the career ladder. Use FY15 \$24,055 base salary.	Fund 10 FTE	Total Salary	Salary Adjustment Variance	
											\$ -		\$ -	na	
											\$ -		\$ -	na	
											\$ -		\$ -	na	
								•			\$ -	•	\$ -	na	
													rotal Salary Adj	\$ -	

Charter Schools Only Input Estimated Information		State Wide Avrg 95%	State Wide Avrg 93%
	Estimated Fall Enrollment	Estimated ADA First Period	Estimated ADA Best 28 Weeks
Kindergarten Administrative	52	49.40	48.36
Elementary Administrative			
Grades 1-3	106	100.70	98.58
Grades 4-6	77	73.15	71.61
Secondary Administrative	0	0.00	0.00
Option	nal programs you ma	ay or may not have	_
ALTERNATIVE SCHOOL			
Summer Alternative School			
EXCEPTIONAL PRESCHOOL Number of Pre-school Students			
Hours and minutes of service per student per week		\Box	
Eventional students eligible for tuition equity	olongy ollowones		
Exceptional students eligible for tuition equivalent Elementary Secondary	alency allowance		

Current Year Support Unit Calculation Through reporting Period 1

ADMINISTRATIVE UNITS	<u>A.D.A</u>		ecial eation	Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units	į
Kindergarten Administrative	49.40	=		49.40	_ ÷ .	40	=	1.24	_
Elementary Administrative equals 300 or more: Grades 1-3		_	=	0.00	÷	0	=	0.00	
	-					0	. –		_
Grades 4-6			=	0.00	_ ÷ -	0	=	0.00	_
Elementary Administrative less than 300:									
Grades 1-6	173.85	- 14	.10 =	159.75	_ ÷	19	=	8.41	_
Secondary Administrative	-	- <u> </u>	=	0.00	_ ÷ .	0	=	0.00	_
Exceptional Education Exceptional Preschool									
Exceptional Elementary				14.10	_				
Exceptional Secondary									
Exceptional Education Tot	al			14.10	= ÷ -	14.5	=	1.00	_Minimum
ALTERNATIVE SCHOOL UNI	TS								
				0.00	_ ÷ .	0	. =	0.00	_
				0.00	_ ÷ -	0	=	0.00	=
TOTAL Estimated Support U	st hundred	lth)		=		10.65	=		

Current Year Support Unit Calculation Through reporting Period 1 Second copy for district without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units	
Kindergarten Administrative	49.40	•		_	49.40	÷	40	=	1.24	_
Elementary Administrative equals 300 or more:										
Grades 1-3				. = _	0.00	÷	0	_ =	0	=
Grades 4-6				. = _	0.00	÷	0	_ =	0	_
Elementary Administrative less than 300:										
Grades 1-6	173.85		14.10	. = _	159.75	÷	19	_ =	8.41	_
Secondary Administrative	0.00			_ = _	0.00	÷	0	_ =	0	_
Exceptional Education										
Exceptional Preschool				_		_				
Exceptional Elementary				_	14.10	_				
Exceptional Secondary				_	0.00	_				
Exceptional Education Total				=	14.10	÷	14.5	_ =	1	Minimum
ALTERNATIVE SCHOOL UNITS										
					0.00	÷	0	_ =	0.00	_
			<u>-</u>	_	0.00	÷	0	_ =	0.00	_
TOTAL Estimated Support Units	(Round to	neare	est hundredt	th)			=		10.65	

TOTAL Estimated Support Units (Round to nearest hundredth)

You May Use this Calculation

Current Year Support Unit Calculation BEST 28 WEEKS

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units	:
Kindergarten Administrative	48.36			_	48.36	÷	40	=	1.21	_
Elementary Administrative equals 300 or more:										
Grades 1-3		-		_ = _	0.00	÷ .	0	=	0.00	_
Grades 4-6		-		_ = _	0.00	÷	0	=	0.00	_
Elementary Administrative less than 300:										
Grades 1-6	170.19	-	14.10	_ = _	156.09	<u></u> ÷ .	19	=	8.22	_
Secondary Administrative		-		. = _	0.00	÷	0	=	0.00	_
EXCEPTIONAL CHILD UNITS										
Preschool Approvals				_		_				
Elementary Approvals				_	14.10	_				
Secondary Approvals				_		_				
Total Exceptional A.D.A				=	14.10	÷	14.5	=	1.00	Minimum
ALTERNATIVE SCHOOL UNIT	S									
				_	0.00	÷	0	=	0.00	=
				_	0.00	<u>.</u> ÷	0	=	0.00	_
TOTAL Estimated Support Uni	its (Round to	nearest	t hundredth)						10.43	=

Current Year Support Unit Calculation BEST 28 WEEKS Without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	A.D.A		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units	į
Kindergarten Administrative	48.36				48.36	÷	40	=	1.21	
Elementary Administrative equals 300 or more:										
Grades 1-3		-		. = _	0.00	÷	0	=	0.00	_
Grades 4-6		-		=	0.00	÷	0	=	0.00	
Elementary Administrative less than 300:										_
Grades 1-6	170.19	-	14.10	. = _	156.09	÷ -	19	=	8.22	_
Secondary Administrative		-		_ = _	0.00	÷	0	=	0.00	<u>-</u> -
EXCEPTIONAL CHILD UNITS										
Preschool Approvals				_		_				
Elementary Approvals				_	14.10	_				
Secondary Approvals				_	0.00	_				
Total Exceptional A.D.A				_	14.10	÷ -	14.5	=	1.00	Minimum
ALTERNATIVE SCHOOL UNIT	·s									
					0.00	÷ -	0	=	0.00	_
				_	0.00	- ÷ -	0	=	0.00	_
TOTAL Estimated Support Un	nits (Round to	nearest	: hundredth)						10.43	

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

				% of Total
ELEN	MENTARY			
1.	Fall Enrollment, grades K-3	=	158.00	67.23%
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	77.00	32.77%
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	0.00	
4.	Line 1 + Line 2 - Line 3	=	235.00	
5.	Line 4 x 6%	=	14.10	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	14.10	
6.a 6.b	67.23% X 14.10 grades 1-3 Portion 32.77% X 14.10 grades 4-6 Portion	= _	9.48 4.62	
SEC	ONDARY			
7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	0.00	
8.	Secondary <u>exeptional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	0.00	
9.	Line 7 - line 8	=	0.00	
10.	Line 9 x 5.5%	=	0.00	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	=	0.00	
PRES	SCHOOL			
12.	Preschool Student Approvals a. For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE			
	 Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding. 	=	0.00	

Required Data Elements for Calculating Salary Based Apportionment Include only staff paid from General Fund Money (code 10) For Budgeting Purposes 2016-2017

Charter Number		Charter Enters
Charter Name	HCC Yr 2 w 2.5 Kinder	Charter Enters
Charter February Support Units	13.60	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (9-12) (I.C. 33-1004 (5)(d))
Charter Staff Index - Administration	1.51086	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Average Instructional Salary	40,009.89	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Average Pupil Services Salary (NEW)	\$ 38,649.00	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	1.00000	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	13.00	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Actual FTE - Pupil Services	1.00000	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	3.50000	Charter Enters
Actual Total Salary - Administration	\$73,000	Charter Enters
Actual Total Salary - Instructional	\$520,128	Charter Enters
Actual Total Salary - Pupil Services	\$38,649	Charter Enters
Actual Total Salary - Noncertified	\$71,474	Charter Enters
INSTRUCTIONS:		

Blue Cells require data entry.

Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

Basic Education Data System Salary Based Apportionment and Benefit Apportionment Computation

Mid-Term Support Units:

13.60

School Year: 2016-2017

District 000 HCC Yr 2 w 2.5 Kinder

PERSI plus FICA Employer Rate

Statewide Information:
Administrative Staff Index
Administrative Staff Index Cap

Administrative Staff Index Cap

District Information:
Administrative Staff Index
Administrative Staff Index
Administrative Staff Index (adjusted for cap)
1.86643
100.00%

District Information:
Administrative Staff Index
1.51086

18.97%

	Staff Allowance Ratio	Staff Allowance FTE (Units x a)	Small District < 40 units then + 0.5 FTE	Staff Allowance < 20 units then + 0.5 FTE	Separate Sec. School Allowance FTE	Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE col (f)	Staff Index	Base Salary	Average Salary (i x j)	Certified Preliminary Salary Based Apportionment (h x k)
	а	b	С	d	е	f	g	h	i	j	k	1
Administration	0.0750	1.02000				1.02000	1.00000	1.02000	1.51086	34,109.00	51,534.03	52,564.71
Instructional	1.0210	13.88560				13.88560	13.00000	13.88560			40,009.89	555,561.29
Pupil Service	0.0790	1.07440				1.07440	1.00000	1.07440			38,649.00	41,524.49
Noncertified	0.3750	5.10000				5.10000	3.50000	5.10000		20,421.00		
TOTAL						21.08000	18.50000	21.08000				

Noncertified Preliminary Salary Based Apportionment	Preliminary Salary Based Apportionment	Actual Salary	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Allowances	Maximum Salary Apportionment	Salary Based Apportionment
(h x j)	(I + m)		Smaller: n or o	p x 18.97%	(Max 15%)				col (n)
m	n	0	р	q	r	S	t	u	V
Administration	52,564.71	73,000.00							52,564.71
Instructional	555,561.29	520,128.00							555,561.29
Pupil Service	41,524.49	38,649.00							41,524.49
Noncertified 104,147.10	104,147.10	71,473.50							104,147.10
TOTAL	753,797.58	703,250.50	703,250.50	133,406.62					753,797.58

ADMINISTRATIVE INDEX 2016-2017

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3	1.00000	1.00000		1.00000			
4							
5							
6		1.00000	1.00000	2.00000			-
7							
8			1.00000				
9							
10						0.66000	
11				1.00000			
12							-
13 or more					1.00000	2.00000	1.00000
TOTALS	1.00000	2.00000	2.00000	4.00000	1.00000	2.66000	1.00000
-	-	-	-		Actual FTE	TOTAL FTE	13.66000

FACTORED FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2			-		-	-	-
3	1.11680	1.15870	-	1.24730	-	-	-
4	-	-	-	-	-	-	-
5	-		-		-	-	-
6	-	1.29410	1.34260	2.78580	-	-	-
7	-	-	-		-	-	-
8	-	-	1.44510		-	-	-
9	-	-	-		-	-	-
10	-	-	-		-	1.14649	-
11	-	-	-	1.61380	-	-	-
12	-	-	-	-		-	-
13 or more	-	-	-		1.73710	3.73800	2.01260
TOTALS	1.11680	2.45280	2.78770	5.64690	1.73710	4.88449	2.01260
					Administrative Index	FACTOR	20.63839
						INDEX	1.510863

-		_	4	
	w	_	л	ı.
-	₩.		71	u

Assignment code	Assignments for Pupil Service Staff <u>holding a pupil personnel</u> <u>services certificate.</u>	2015-2016 Category	2016-2017 Category	Map to career ladder_Base year Index
32100/32110	Counselor	Pupil Services	Pupil Services	2015-16
32010	Audiologist	Pupil Services	Pupil Services	2015-16
32050	Speech/Language Pathologist	Pupil Services	Pupil Services	2015-16
32080	School Psychologist	Pupil Services	Pupil Services	2015-16
32090	School Social Worker	Pupil Services	Pupil Services	2015-16
32990	Prevention Specialist	Pupil Services	Pupil Services	2015-16
32070	School Nurse	Pupil Services	Pupil Services	2015-16

Assignment codes moved to Instructional

31049	Athletic Facilitator Restricted	Pupil Services	Instructional	2014-15
31430/31440	Technology Services	Pupil Services	Instructional	2014-15
31450/31460	Mentor Specialist	Pupil Services	Instructional	2014-15
31510/31540	Gifted/Talented Specialist	Pupil Services	Instructional	2014-15
31600/31610	Consulting Instructor-Special Ed	Pupil Services	Instructional	2014-15
33000	Education Media Generalist	Pupil Services	Instructional	2014-15

Assignment codes moved to Classified

32150*	Community Resource Worker	Pupil Services	Classified	NA
	Occupational Therapist (All			
32120*	grades)	Pupil Services	Classified	NA
32130*	Physical Therapist (All grades)	Pupil Services	Classified	NA

^{*} new classified assignment codes will be created for OT, PT and Community Resource Worker.

Instructional Staff Worksheet

1	Enter fte for each cohort.			
2	nter fte for Educational Allocations (cells B31 & B32)			
3	Enter fte for staff with OS certificates (cell B38)			
4	Total ftes and Salaries calculate automatically			
5	Average Instructional Salary calcu	lates automatically		

Enter Actual Number RP1 (new) FTE

FY17	Enter	2	016-2017		FY 17
Career Ladder			Salary		
Placement	Estimated Staff	App	ortionmen	(fte * col	nort Salary)
	FTE by cohort		t		
R1	-	\$	33,400	\$	-
RP2	5.00	\$	34,250	\$	171,250
RP3	2.00	\$	35,117	\$	70,234
P1	1.00	\$	37,249	\$	37,249
P2	-	\$	38,758	\$	-
P3	-	\$	39,546	\$	-
P4	1.00	\$	41,113	\$	41,113
P5	-	\$	41,961	\$	-
P6	1.66	\$	43,591	\$	72,361
P7	-	\$	44,503	\$	-
P8	2.00	\$	46,201	\$	92,402
P9	-	\$	47,183	\$	-
P10	1.00	\$	48,202	\$	48,202
total fte	13.66			Total Sala	aries

Enter Number of Advanced Degrees

(Only applies to Instructional staff w/professional endorsement)*

Education Allo	FTE	FY1	<u> 7 Premium</u>	<u>Total</u>
<u>BA + 24</u>	2	\$	800	\$ 1,600
<u>MA</u>	8.66	\$	1,400	\$ 12,124

Total Ed Allocation \$ 13,724.00

532,811.06

NEW

Enter FTE of Occupational Specialist (OS) Certificates

(Applies to Instructional staff holding an Occupational Specialist certificate in the area for which they are teaching)

	FTE	Allocation	Total		
OS Certificate	0	\$3,000	\$0		
			Total OS Allocation	Ś	

Qualifying salary adj (lane Changes)		-	(from instr Lane Change ta
Salaries plus allocations & qualifying ad	j \$	546,535.06	•
Average Salary	\$	40,009.89	•

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years *prior to July 1, 2015*, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Instructional Staff salary adjustment due to lane change*

To calculate additional salary increase, consider additional credits reported by staff earned after the 2014-15 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Instruction	al Staff Ba	se Year 2	014-15							Instructional Staff	Actual as of sna	pshot date (Sept	ember 30, 201	6)	
Name	EDUID	FY15 Highest Degree	FY15 Credits	FY15 Total Years	Salary Index 2014 - 2015	Additional Degree	Career Ladder 2015-2016	Career Ladder 2016-2017	2016-2017 Salary	Additional	What the 2016- 17 index would have been without the career ladder	What the Salary would have been without the career ladder. Use FY15 \$23,354 base salary.	Fund 10 FTE	Salary Adjustment Variance	Salary Adjustment Variance
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
														Adj	\$ -

^{*}Applies Instructional staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

Pupil Services Staff Mapping

1	Input FY17 Pupil Services fte on the FY16 grid.
2	Adjust for terminated staff and new hires. First
	year pupil services fte are entered in cell L31.
3	Data populates Instructional Staff Worksheet
4	Enter Number of Advanced Degrees (cells K49 & K50)

Mapping FY16 Pupil Services Staff FTE to Career Ladder

	Mapping FY16 Pupil Services Staff F1E to Career Ladder										
2016-20	17 Cohorts	/Career Lac	dder Placemer	MA	MA+12	MA+24	MA+36	2016-2017	2015-2016	2016-2017 Salary	
								Career Ladder	Index	2016-2017 Salary	
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR	Placement		Apportionment	
								R1	NA	33,400	
0	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.00000		
1	RP2	RP2	RP2	RP2	RP2	RP2	RP2	RP2	to	34,250	
2	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.34260		
3	RP2	RP2	RP2	RP2	RP2	RP3	RP3	RP3	1.39290	35,117	
4	RP2	RP2	RP2	RP2	RP2	RP3	P1	P1	1.44510	37,249	
5	RP2	RP2	RP2	RP2	RP3	P1	P2	P2	1.49930	38,758	
6	RP2	RP2	RP2	RP3	P1	P2	P3	P3	1.55550	39,546	
7	RP2	RP2	RP3	P1	P2	P3	P4	P4	1.61380	41,113	
8	RP2	RP3	P1	P2	P3	P4	P5	P5	1.67430	41,961	
9	RP3	P1	P2	Р3	P4	P5	P6	P6	1.73710	43,591	
10	RP3	P2	P3	P4	P5	P6	P7	P7	1.80220	44,503	
11	RP3	P2	P3	P4	P6	P7	P8	P8	1.86980	46,201	
12	RP3	P2	P3	P4	P6	P8	P9	P9	1.93990	47,183	
13+	RP3	P2	P3	P4	P6	P8	P10	P10	2.01260	48,202	

ENTER 20	015-2016 F	Pupil Servic	es FTE	MA	MA+12	MA+24	MA+36
Yrs.	BA BA+12 BA+24		BA+36	BA+48	BA+60	ES/DR	
0							
1							
2							
3							
4							
5							
6							
7				1.00			
8						-	
9							
10							
11							
12							
13+						-	
						Total	1.00

2016-2017 Career Ladder Placement dervied form 2015-	2016-2017 Salary Apport.	Estimated 2016- 2017 fte by cohort	20	16-2017 Salary Apport.
RP1	33,400		\$	-
RP2	34,250	-	\$	-
RP3	35,117	-	\$	-
P1	37,249	1.00	\$	37,249.00
P2	38,758	-	\$	-
P3	39,546	•	\$	-
P4	41,113	•	\$	-
P5	41,961	•	\$	-
P6	43,591	•	\$	-
P7	44,503	•	\$	-
P8	46,201	•	\$	-
P9	47,183	•	\$	-
P10	48,202	-	\$	-
	•	1.00	\$	37,249.00

0.5 Counselor, 0.5 nurse

Enter Number of Advanced Degrees											
(Only applies to Pupil Service Staff w/professional endorsement)*											
Education Allocation FTE FY17 Premium Total											
BA + 24	0	\$ 800	\$	-							
MA	MA 1 \$ 1,400										
		Total Ed Allocation	\$	1,400.00							
	Qualifying salary	adj (lane Changes)	\$	-							
	Salaries plus education allocations \$ 38,649.00										
		Average Salary	Ġ	38 649 00							

(from Pupil Services LaneChange tab)

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years prior to July 1, 2015, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Pupil Service Staff salary adjustment due to lane change*

*Applies Pupil Service Staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

To calculate additional salary increase, consider additional credits reported by staff earned after the 2015-16 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Pupil Serv	ices Staff E	Base Year	2015-16	6				Instructional Staff Actual as of snapshot date (September 30, 2016)							
Name	EDUID	FY15 Highest Degree	FY15 Credit s	FY15 Total Years	Salary Index 2015 - 2016	Additional Degree	Career Ladder 2016-2017	2016-2017 Salary	Additional credits or degree earned as of Sept. 2016	What the 2016- 17 index would	What the Salary would have been without the career ladder. Use FY15 \$24,055 base salary.	Fund 10 FTE	Total Salary	Salary Adjustment Variance	
											\$ -		\$ -	na	
											\$ -		\$ -	na	
											\$ -		\$ -	na	
								•			\$ -	•	\$ -	na	
													rotal Salary Adj	\$ -	

Charter Schools Only	_	State Wide Avrg 95%	State Wide Avrg 93%
Input Estimated Information	Estimated Fall	Estimated ADA	Estimated ADA
	Enrollment	First Period	Best 28 Weeks
Kindergarten Administrative	52	49.40	48.36
Elementary Administrative			
Grades 1-3	134	127.30	124.62
Grades 4-6	77	73.15	71.61
Secondary Administrative	26	24.70	24.18
Ontio			
Optio	nal programs you ma	ay or may not nave	
ALTERNATIVE SCHOOL			
Summer Alternative School		-	
Carrinor / Morriagnee Correct			
EXCEPTIONAL PRESCHOOL			
Number of Pre-school			
Students			
		_	
Hours and minutes of			
service per student per week			
Exceptional students eligible for tuition equiv	alency allowance		
Elementary			
Secondary			

Current Year Support Unit Calculation Through reporting Period 1

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	49.40				49.40	÷	40	=	1.24
Elementary Administrative equals 300 or more:									
Grades 1-3		-		=	0.00	÷	0	=	0.00
Grades 4-6		-		=	0.00	÷	0	=	0.00
Elementary Administrative less than 300:									
Grades 1-6	200.45	-	15.78	=	184.67	÷	20	=	9.23
Secondary Administrative	24.7	-	1.43	=	23.27	÷	12	=	1.94
Exceptional Education Exceptional Preschool									
Exceptional Elementary					15.78				
Exceptional Secondary					1.43				
Exceptional Education Total	al				17.21	÷	14.5	=	1.19
ALTERNATIVE SCHOOL UNIT	rs								
			=		0.00	÷	0	=	0.00
			<u>-</u>		0.00	÷	0	=	0.00
TOTAL Estimated Support Ur	nits (Round	dth)		=		13.60			

Current Year Support Unit Calculation Through reporting Period 1 Second copy for district without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	A.D.A		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	49.40			_	49.40	_ ÷ _	40	_ =	1.24
Elementary Administrative equals 300 or more:									
Grades 1-3		-		= .	0.00	_ ÷ _	0	_ =	0
Grades 4-6		-		= .	0.00	- ÷ -	0	_ =	0
Elementary Administrative less than 300:									
Grades 1-6	200.45	-	15.78	_ = _	184.67	_ ÷ _	20	_ =	9.23
Secondary Administrative	24.70	-		= .	24.70	_ ÷ _	12	_ =	2.06
Exceptional Education									
Exceptional Preschool				-		_			
Exceptional Elementary				-	15.78	_			
Exceptional Secondary					0.00	_			
Exceptional Education Total					15.78	÷ -	14.5	_ =	1.09
ALTERNATIVE SCHOOL UNITS									
					0.00	_ ÷ _	0	_ =	0.00
				-	0.00	_ ÷ -	0	_ =	0.00
TOTAL Estimated Support Units	(Round to n	eare	est hundredt	:h)			=		13.62

You May Use this Calculation

Current Year Support Unit Calculation BEST 28 WEEKS

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	48.36			_	48.36	÷	40	=	1.21
Elementary Administrative equals 300 or more:									
Grades 1-3		-		. = .	0.00	÷ .	0	=	0.00
Grades 4-6		-		_ = _	0.00	÷	0	=	0.00
Elementary Administrative less than 300:									
Grades 1-6	196.23	-	15.78	. = .	180.45	÷ .	20	. =	9.02
Secondary Administrative	24.18	-	1.43	_ = _	22.75	÷	12	_ =	1.90
EXCEPTIONAL CHILD UNITS									
Preschool Approvals				_		_			
Elementary Approvals				-	15.78	=			
Secondary Approvals				_	1.43	_			
Total Exceptional A.D.A				=	17.21	÷ ÷	14.5	=	1.19
ALTERNATIVE SCHOOL UNIT	S								
	_			-	0.00	÷	0	=	0.00
				· -	0.00	÷ .	0	. =	0.00
TOTAL Estimated Support Uni	ts (Round to	o nearest	hundredth)						13.32

Current Year Support Unit Calculation BEST 28 WEEKS Without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	A.D.A		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	48.36				48.36	÷	40	=	1.21
Elementary Administrative equals 300 or more:									
Grades 1-3		-		= .	0.00	_ ÷ .	0	=	0.00
Grades 4-6		-		=	0.00	÷	0	=	0.00
Elementary Administrative less than 300:				-					
Grades 1-6	196.23	-	15.78	= .	180.45	_ ÷	20	=	9.02
Secondary Administrative	24.18	-		. = .	24.18	- ÷ .	12	=	2.02
EXCEPTIONAL CHILD UNITS									
Preschool Approvals				-		_			
Elementary Approvals					15.78	_			
Secondary Approvals				-	0.00	_			
Total Exceptional A.D.A				=	15.78	÷ ·	14.5	=	1.09
ALTERNATIVE SCHOOL UNIT	s								
					0.00	_ ÷ .	0	_ =	0.00
				-	0.00	÷ .	0	=	0.00
TOTAL Estimated Support Un	nits (Round to	nearest	hundredth)						13.34

TOTAL Estimated Support Units (Round to nearest hundredth)

You May Use this Calculation

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

		LS	I IIVIA I IIV	G EXCEPTIONAL CHILD	ONII AI	PROVALS	% of
FLF	MENTARY						Total
		nont ar	ados K 2		_	186.00	70 720/
1.	Fall Enrollr				=	180.00	70.72%
2.	Fall Enrollr (Do not include				=	77.00	29.28%
3.	Elementary for tuition e	•		dents eligible /ance	=	0.00	
4.	Line 1 + Li	ne 2 - L	ine 3		=	263.00	
5.	Line 4 x 6%	6			=	15.78	
6.				er of elementary ial education unit funding	=	15.78	
6.a	70.72%	Χ	15.78	grades 1-3 Portion	=	11.16	
6.b	29.28%	Χ	15.78	grades 4-6 Portion	=	4.62	•
SEC	ONDARY						
7.	Fall enrolln students, g (Do not include detention cer	rades 7 de alterna	'-12 ative schoo	I,	=	26.00	·
8.	_	valency	allowand	ents eligible for ce (other than s)	=	0.00	
9.	Line 7 - line	e 8			=	26.00	
10.	Line 9 x 5.	5%			=	1.43	
11.				er of secondary ial education unit funding	=	1.43	
PRE	SCHOOL						
12.	studer minute then of will be b. Total	ach exc nt, total es <u>per v</u> livide by e approv all Pres	eptional p the numb veek of d v 16 hour ved for m chool FT	oreschool coer of hours and irect service; s. No student ore than 1 FTE E approvals number of preschool	=	0.00	
		. , .		approved for unit funding.			

Required Data Elements for Calculating Salary Based Apportionment Include only staff paid from General Fund Money (code 10) For Budgeting Purposes 2016-2017

Charter Number		Charter Enters
Charter Name	HCC Yr. 3 w 2.5 Kinder	Charter Enters
Charter February Support Units	17.20	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (9-12) (I.C. 33-1004 (5)(d))
Charter Staff Index - Administration	1.51962	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Average Instructional Salary	39,744.28	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Average Pupil Services Salary (NEW)	\$ 38,182.33	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	1.00000	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	13.00	From "Instructional FTE Wksht" worksheet (tabs at bottom of this worksheet) or district enters
Actual FTE - Pupil Services	1.50000	From "Pupil Services FTE" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	4.50000	Charter Enters
Actual Total Salary - Administration	\$75,000	Charter Enters
Actual Total Salary - Instructional	\$721,600	Charter Enters
Actual Total Salary - Pupil Services	\$60,000	Charter Enters
Actual Total Salary - Noncertified	\$91,895	Charter Enters
INSTRUCTIONS:		

Blue Cells require data entry.

Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

Basic Education Data System Salary Based Apportionment and Benefit Apportionment Computation

School Year: 2016-2017

District 000 HCC Yr. 3 w 2.5 Kinder

Statewide Information:

Administrative Staff Index
Administrative Staff Index Cap
Administrative Staff Index Cap
PERSI plus FICA Employer Rate

District Information:

Administrative Staff Index
Administrative Staff Index
Administrative Staff Index (adjusted for cap)
1.86643
100.00%
Administrative Staff Index (adjusted for cap)
1.51962
Mid-Term Support Units:
17.20

	Staff Allowance Ratio	Staff Allowance FTE (Units x a)	Small District 3 < 40 units then + 0.5 FTE	Staff Allowance < 20 units then + 0.5 FTE	Separate Sec. School Allowance FTE	Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE col (f)	Staff Index	Base Salary	Average Salary (i x j)	Certified Preliminary Salary Based Apportionment (h x k)
	а	b	С	d	е	, f	g	h	i	j	`k″	Ì
Administration	0.0750	1.29000				1.29000	1.00000	1.29000	1.51962	34,109.00	51,832.72	66,864.21
Instructional	1.0210	17.56120				17.56120	17.00000	17.56120			41,000.00	720,009.20
Pupil Service	0.0790	1.35880				1.35880	1.50000	1.35880			40,000.00	54,352.00
Noncertified	0.3750	6.45000				6.45000	4.50000	6.45000		20,421.00		
TOTAL						26.66000	24.00000	26.66000				

Noncertified Preliminary Salary Based Apportionment	Preliminary Salary Based Apportionment	Actual Salary	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Allowances	Maximum Salary Apportionment	Salary Based Apportionment
(h x j)	(I + m)		Smaller: n or o	p x 18.97%	(Max 15%)				col (n)
m	n	0	р	q	r	S	t	u	V
Administration	66,864.21	75,000.00							66,864.21
Instructional	720,009.20	721,600.00							720,009.20
Pupil Service	54,352.00	60,000.00							54,352.00
Noncertified 131,715.45	131,715.45	91,894.50							131,715.45
TOTAL	972,940.86	948,494.50	948,494.50	179,929.41					972,940.86

ADMINISTRATIVE INDEX 2016-2017

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	ВА	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3							
4	1.00000	1.00000		1.00000			
5		1.00000	1.00000				
6				0.86000			-
7		1.00000	1.00000	2.00000			
8							
9			1.00000				
10							1.00000
11							
12				1.00000			-
13 or more					1.00000	2.00000	1.00000
TOTALS	1.00000	3.00000	3.00000	4.86000	1.00000	2.00000	2.00000
<u> </u>		-		<u> </u>	Actual FTE	TOTAL FTE	16.86000

FACTORED FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2			-		-	-	-
3	-	-	-	-	-	-	-
4	1.15870	1.20220	-	1.29410	-	-	-
5	-		1.29410		-	-	-
6	-	-	-	1.19789	-	-	-
7	-	1.34260	1.39290	2.89020	-	-	-
8	-	-	1.44510	-	-	-	-
9	-	-	1.49930	-	-	-	-
10	-	-	-		-	-	1.80220
11	-	-	-	-	-	-	-
12	-	-	-	1.61380		-	-
13 or more	-	-	-	-	1.73710	3.73800	2.01260
TOTALS	1.15870	2.54480	5.63140	6.99599	1.73710	3.73800	3.81480
					Administrative Index	FACTOR	25.62079
						INDEX	1.5196

-	_			П
	_	•	л	и
		ш	71	u

Assignment code	Assignments for Pupil Service Staff <u>holding a pupil personnel</u> <u>services certificate.</u>	2015-2016 Category	2016-2017 Category	Map to career ladder_Base year Index
32100/32110	Counselor	Pupil Services	Pupil Services	2015-16
32010	Audiologist	Pupil Services	Pupil Services	2015-16
32050	Speech/Language Pathologist	Pupil Services	Pupil Services	2015-16
32080	School Psychologist	Pupil Services	Pupil Services	2015-16
32090	School Social Worker	Pupil Services	Pupil Services	2015-16
32990	Prevention Specialist	Pupil Services	Pupil Services	2015-16
32070	School Nurse	Pupil Services	Pupil Services	2015-16

Assignment codes moved to Instructional

31049	Athletic Facilitator Restricted	Pupil Services	Instructional	2014-15
31430/31440	Technology Services	Pupil Services	Instructional	2014-15
31450/31460	Mentor Specialist	Pupil Services	Instructional	2014-15
31510/31540	Gifted/Talented Specialist	Pupil Services	Instructional	2014-15
31600/31610	Consulting Instructor-Special Ed	Pupil Services	Instructional	2014-15
33000	Education Media Generalist	Pupil Services	Instructional	2014-15

Assignment codes moved to Classified

32:	150* Community Resource	Worker Pupil Services	Classified	NA	
224	Occupational Therapis	·	Classified	NA	
32.	120* grades)	Pupil Services	Classified	NA	
323	130* Physical Therapist (All	grades) Pupil Services	Classified	NA	

^{*} new classified assignment codes will be created for OT, PT and Community Resource Worker.

Instructional Staff Worksheet

1	Enter fte for each cohort.						
2	Enter fte for Educational Allocations (cells B31 & B32)						
3	Enter fte for staff with OS certificates (cell B38)						
4	Total ftes and Salaries calculate automatically						
5	Average Instructional Salary calcu	lates automatically					

Enter Actual Number RP1 (new) FTE

FY17	Enter	2	016-2017	FY 17	
Career Ladder			Salary		
Placement	Estimated Staff	Apı	portionmen	(fte * cohort S	alary)
	FTE by cohort		t		
R1	-	\$	33,400	\$	_
RP2	6.00	\$	34,250	\$	205,500
RP3	1.86	\$	35,117	\$	65,318
P1	2.00	\$	37,249	\$	74,498
P2	1.00	\$	38,758	\$	38,758
P3	•	\$	39,546	\$	-
P4	1.00	\$	41,113	\$	41,113
P5	-	\$	41,961	\$	_
P6	1.00	\$	43,591	\$	43,591
P7	1.00	\$	44,503	\$	44,503
P8	2.00	\$	46,201	\$	92,402
P9	-	\$	47,183	\$	-
P10	1.00	\$	48,202	\$	48,202
total fto	16 96		·	Total Salarios	

total fte 16.86 Total Salaries \$ 653,884.62

Enter Number of Advanced Degrees

(Only applies to Instructional staff w/professional endorsement)*

Education Allo	FTE	FY1 7	<u> 7 Premium</u>	<u>Total</u>
<u>BA + 24</u>	3	\$	800	\$ 2,400
<u>MA</u>	9.86	\$	1,400	\$ 13,804

Total Ed Allocation \$ 16,204.00

NEW

Enter FTE of Occupational Specialist (OS) Certificates

(Applies to Instructional staff holding an Occupational Specialist certificate in the area for which they are teaching)

	FTE	Allocation	Total		
OS Certificate	0	\$3,000	\$0		
			Total OS Allocation	Ś	

Qualifying salary adj (lane Changes)		-	(from instr Lane Change ta
Salaries plus allocations & qualifying ad	j \$	670,088.62	•
Average Salary	\$	39,744.28	

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years <u>prior to July 1, 2015</u>, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Instructional Staff salary adjustment due to lane change*

To calculate additional salary increase, consider additional credits reported by staff earned after the 2014-15 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Instruction	Instructional Staff Base Year 2014-15							Instructional Staff Actual as of snapshot date (September 30, 2016)					6)		
Name	EDUID	FY15 Highest Degree	FY15 Credits	FY15 Total Years	Salary Index 2014 - 2015	Additional Degree	Career Ladder 2015-2016	Career Ladder 2016-2017	2016-2017 Salary	Additional	What the 2016- 17 index would have been without the career ladder	What the Salary would have been without the career ladder. Use FY15 \$23,354 base salary.	Fund 10 FTE	Salary Adjustment Variance	Salary Adjustment Variance
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
												\$ -		\$ -	na
Total Salary Adj								\$ -							

^{*}Applies Instructional staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

Pupil Services Staff Mapping

1	Input FY17 Pupil Services fte on the FY16 grid.
	Adjust for terminated staff and new hires. First year pupil services fte are entered in cell L31.
3	Data populates Instructional Staff Worksheet
4	Enter Number of Advanced Degrees (cells K49 & K50)

Mapping FY16 Pupil Services Staff FTE to Career Ladder

	Mapping FY16 Pupil Services Staff F1E to Career Ladder									
2016-20	17 Cohorts	/Career Lac	dder Placemer	MA	MA+12	MA+24	MA+36	2016-2017	2015-2016	2016-2017 Salary
								Career Ladder	Index	2016-2017 Salary
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR	Placement		Apportionment
								R1	NA	33,400
0	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.00000	
1	RP2	RP2	RP2	RP2	RP2	RP2	RP2	RP2	to	34,250
2	RP2	RP2	RP2	RP2	RP2	RP2	RP2		1.34260	
3	RP2	RP2	RP2	RP2	RP2	RP3	RP3	RP3	1.39290	35,117
4	RP2	RP2	RP2	RP2	RP2	RP3	P1	P1	1.44510	37,249
5	RP2	RP2	RP2	RP2	RP3	P1	P2	P2	1.49930	38,758
6	RP2	RP2	RP2	RP3	P1	P2	P3	P3	1.55550	39,546
7	RP2	RP2	RP3	P1	P2	P3	P4	P4	1.61380	41,113
8	RP2	RP3	P1	P2	P3	P4	P5	P5	1.67430	41,961
9	RP3	P1	P2	Р3	P4	P5	P6	P6	1.73710	43,591
10	RP3	P2	P3	P4	P5	P6	P7	P7	1.80220	44,503
11	RP3	P2	P3	P4	P6	P7	P8	P8	1.86980	46,201
12	RP3	P2	P3	P4	P6	P8	P9	P9	1.93990	47,183
13+	RP3	P2	P3	P4	P6	P8	P10	P10	2.01260	48,202

ENITED 2	015-2016 [Pupil Servic	oc ETE	MA	MA+12	MA+24	MA+36
Yrs.	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3							
4							
5							
6							
7				1.50			
8							
9							
10							
11							
12							
13+						-	
					-	Total	1.50

2016-2017 Career Ladder Placement dervied form 2015-	2016-2017 Salary Apport.	Estimated 2016- 2017 fte by cohort	201	6-2017 Salary Apport.
RP1	33,400		\$	-
RP2	34,250	-	\$	-
RP3	35,117	-	\$	-
P1	37,249	1.50	\$	55,873.50
P2	38,758	-	\$	-
P3	39,546	-	\$	- (
P4	41,113	-	\$	-
P5	41,961	-	\$	-
P6	43,591	-	\$	-
P7	44,503	-	\$	-
P8	46,201	-	\$	-
P9	47,183	-	\$	-
P10	48,202	-	\$	-
		1 50	\$	55 873 50

0.5 Counselor, 0.5 nurse

Enter Number of Adv	anced Degrees								
(Only applies to Pupi	l Service Staff w/	professi	onal endorse	men	it)*				
Education Allocation	FTE	FY17	Total						
BA + 24	0	\$	800	\$	-				
MA	1	\$	1,400	\$	1,400				
	\$	1,400.00							
Qualifying salary adj (lane Changes) \$ -									
	Salaries plus education allocations \$ 57,273.50								
		Δ.,	orago Calary	ć	20 102 22				

(from Pupil Services LaneChange tab)

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years prior to July 1, 2015, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Additional Pupil Service Staff salary adjustment due to lane change*

*Applies Pupil Service Staff that would have moved across the experience and education multiplier table in FY17 had the career ladder not been implemented.

To calculate additional salary increase, consider additional credits reported by staff earned after the 2015-16 snapshot date. Not all cell movement will not be impacted.

The incremental difference increases the instructional average salary.

Pupil Serv	ices Staff I	Base Year	2015-16	6			Instructional Staff Actual as of snapshot date (September 30, 2016)							
Name	EDUID	FY15 Highest Degree	FY15 Credit s	FY15 Total Years	Salary Index 2015 - 2016	Additional Degree	Career Ladder 2016-2017	2016-2017 Salary	Additional credits or degree earned as of Sept. 2016	What the 2016- 17 index would	ndex would ave been without the career ladder. Use		Total Salary	Salary Adjustment Variance
											\$ -		\$ -	na
											\$ -		\$ -	na
											\$ -		\$ -	na
								•			\$ -		\$ -	na
													Adj	\$ -

Charter Schools Only		State Wide Avrg 95%	State Wide Avrg 93%
Input Estimated Information	Estimated Fall Enrollment	Estimated ADA First Period	Estimated ADA Best 28 Weeks
Kindergarten Administrative	52	49.40	48.36
Elementary Administrative			
Grades 1-3	166	157.70	154.38
Grades 4-6	77	73.15	71.61
Secondary Administrative	52	49.40	48.36
Option	nal programs you ma	y or may not have	
ALTERNATIVE SCHOOL			
Summer Alternative School		_	
EXCEPTIONAL PRESCHOOL Number of Pre-school Students			
Hours and minutes of			
service per student per week			
Exceptional students eligible for tuition equiva	alency allowance		
Elementary Secondary			

Current Year Support Unit Calculation Through reporting Period 1

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	49.40				49.40	÷	40	=	1.24
Elementary Administrative equals 300 or more:									
Grades 1-3		-		=	0.00	÷	0	=	0.00
Grades 4-6		-		=	0.00	÷	0	=	0.00
Elementary Administrative less than 300:									
Grades 1-6	230.85	-	17.70	=	213.15	÷	20	=	10.66
Secondary Administrative	49.4	-	2.86	=	46.54	÷	12	=	3.88
Exceptional Education Exceptional Preschool						-			
Exceptional Elementary					17.70	_			
Exceptional Secondary					2.86	-			
Exceptional Education To	otal				20.56	÷	14.5	=	1.42
ALTERNATIVE SCHOOL UN	ITS								
					0.00	÷	0	=	0.00
					0.00	÷	0	=	0.00
TOTAL Estimated Support \(\text{l} \)		=		17.20					

Current Year Support Unit Calculation Through reporting Period 1 Second copy for district without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	A.D.A		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	49.40				49.40	÷	40	_ =	1.24
Elementary Administrative equals 300 or more:									
Grades 1-3		-		= _	0.00	÷ _	0	_ =	0
Grades 4-6		-		= .	0.00	- ÷ -	0	_ =	0
Elementary Administrative less than 300:									
Grades 1-6	230.85	-	17.70	= _	213.15	. ÷ _	20	_ =	10.66
Secondary Administrative	49.40	-		= _	49.40	÷ -	12	_ =	4.12
Exceptional Education									
Exceptional Preschool				-		_			
Exceptional Elementary				_	17.70	_			
Exceptional Secondary				-	0.00	-			
Exceptional Education Total					17.70	• ÷ -	14.5	_ =	1.22
ALTERNATIVE SCHOOL UNITS									
				-	0.00	÷ -	0	_ =	0.00
			_	-	0.00	÷ -	0	_ =	0.00
TOTAL Estimated Support Units	(Round to r	neare	est hundredt	h)			=		17.24

You May Use this Calculation

Current Year Support Unit Calculation BEST 28 WEEKS

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	48.36			_	48.36	÷	40	=	1.21
Elementary Administrative equals 300 or more:									
Grades 1-3		-		. = .	0.00	÷ .	0	=	0.00
Grades 4-6		-		=	0.00	÷	0	=	0.00
Elementary Administrative less than 300:									
Grades 1-6	225.99	-	17.70	. = .	208.29	÷ .	20	. =	10.41
Secondary Administrative	48.36	-	2.86	_ = _	45.50	÷	12	_ =	3.79
EXCEPTIONAL CHILD UNITS									
Preschool Approvals				_		_			
Elementary Approvals				_	17.70	_			
Secondary Approvals				_	2.86	_			
Total Exceptional A.D.A				=	20.56	÷ -	14.5	=	1.42
ALTERNATIVE SCHOOL UNIT	S								
				_	0.00	. ÷ .	0	=	0.00
				-	0.00	- ÷ -	0	=	0.00
TOTAL Estimated Support Uni	ts (Round to	o nearest	hundredth)						16.83

Current Year Support Unit Calculation BEST 28 WEEKS Without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	<u>A.D.A</u>		Special Education		Adjusted <u>A.D.A</u>		Unit <u>Divisor</u>		Support Units
Kindergarten Administrative	48.36				48.36	÷	40	=	1.21
Elementary Administrative equals 300 or more:									
Grades 1-3		-		. =	0.00	÷	0	=	0.00
Grades 4-6		-		=	0.00	÷	0	=	0.00
Elementary Administrative less than 300:									
Grades 1-6	225.99	-	17.70	=	208.29	÷	20	=	10.41
Secondary Administrative	48.36	-		. =	48.36	÷	12	=	4.03
EXCEPTIONAL CHILD UNITS									
Preschool Approvals									
Elementary Approvals					17.70	_			
Secondary Approvals					0.00	-			
Total Exceptional A.D.A					17.70	÷	14.5	=	1.22
ALTERNATIVE SCHOOL UNIT	гѕ								
					0.00	÷	0	=	0.00
					0.00	÷	0	=	0.00
TOTAL Estimated Support Ur	nits (Round to	nearest	hundredth)						16.87

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

	ESTIMATING EXCEPTIONAL CHILD	ONII A	FFROVALS	% of Total
ELEN	MENTARY			
1.	Fall Enrollment, grades K-3	=	218.00	73.90%
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	77.00	26.10%
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	0.00	
4.	Line 1 + Line 2 - Line 3	=	295.00	
5.	Line 4 x 6%	=	17.70	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	17.70	
6.a 6.b	73.90% X 17.70 grades 1-3 Portion 26.10% X 17.70 grades 4-6 Portion	=	13.08 4.62	
SEC	ONDARY			
7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	52.00	
8.	Secondary <u>exeptional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	0.00	
9.	Line 7 - line 8	=	52.00	
10.	Line 9 x 5.5%	=	2.86	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	= <u> </u>	2.86	
PRES	SCHOOL			
12.	Preschool Student Approvals a. For each exceptional preschool student, total the number of hours and minutes per week of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE b. Total all Preschool FTE approvals	=	0.00	
	Line 12(b) equals the number of preschool exceptional students approved for unit funding.		-	

Appendix I: Facilities

The attached information is related to the following three facility options:

- 1. A phased new building to be located on donated land within the Hayden Canyon community campus.
- 2. Leasing portable buildings on an interim basis at the same location.
- 3. Leasing a portion of a nearby existing office building.

In addition, renting space in the nearby Hayden Adventist Church is being considered. This has promising potential for a suitable facility at a reasonable expense. HCC will forward specific information as it becomes available in the next few weeks upon further discussions with their Board.

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Hayden Canyon Charter, An Expeditionary School of Arts & Sciences	Details for (in order of preference): Option 1
Facility Name / Title: Proposed New Facility to be leased from the Institute for Community at Hayden Canyon (IFCHC)	Option Status: Likely
13782 N. Government Way Havden ID 83835	Primary Vendor Information (if applicable) The Institute for Community at Hayden Canyon, a 501c3 Corporation Mike Vickery, President and Director mvickery@highpointcommunity.com; 815.588.6159; www.instituteforcommunity.org

Narrative

[Provide a narrative with details about this facility option, including (but not limited to): space information (land, building purchase or lease, etc.), planned classroom space, how you identified / estimated accurate costs, strengths of this option, associated challenges, how challenges will be addressed if this option is chosen, and any other pertinent information about the draft budget or facility.]

The primary option for the proposed HCC facility is in Hayden Canyon's Community Campus located on the redeveloped site of a 33 acre former sand and gravel mining operation. Over 250 acres of the 610 acre development are being set aside as open space. In addition to the school building, the Community Campus will include the following:

- An 18.5 acre Community Park with playfields, basketball, volleyball and tennis courts, and restrooms. The school will have priority use of the park and playfields on school days.
- A Community Center which will include an indoor pool, a multi-purpose gymnasium, and fitness center. The YMCA has expressed interest in operating the facility. Use agreements between HCC and the Community Center will allow it to be used by the school during school hours and also be available for after school programs.
- A 0.5 acre site for a sheriff substation.

The Community Campus land, including the school site, is being donated by the Hayden Canyon developer. This is a confirmed contractual obligation with the City of Hayden per the Master Development Agreement. A separate 501c3 non-profit corporation, The Institute for Community at Hayden Canyon (ICHC) has been established in association with the National Institute for Community (IFC), which will construct the facilities with financing from the USDA's Rural

Community Facilities Development Loan Program. This is the same program utilized by the Sandpoint Charter School. Although HCC will have priority use of the facility, there will be complementary secondary user groups. The ICHC will enter into long-term lease / shared-use agreements with HCC and the other non-profit users. This will reduce the expense for the school and the rest of users, compared to each having to independently secure land and build separate single-use facilities. The Institute for Community has specific experience and expertise owning and managing shared-use community facilities and has been in existence for over 18 years. As indicated in the USDA letter, one of the criteria to qualify is the non-profit entity must be in existence for at least 3-4 years with audited financial statements, etc. Being a new entity, HCC does not qualify. This is why the IHFC is securing the financing because of their affiliation with the national IFC, which has an established track record which qualifies.

As shown in the Schematic Design Drawings, the initial phase of the proposed two-story school facility will consist of 16 classrooms, and a small office area, totaling 22,960 SF. Subsequent phases will add 43,792 SF consisting of 24 more classrooms, additional office and staff areas, a multi-purpose space with adjacent stage/music room, a warming (non-commercial) kitchen and media/computer room. The total building area of 66,752 SF is designed to be constructed in up to 4 phases so the building and the associated expense will expand as needed as attendance increases. As shown in the Projected Enrollment Table, it is estimated the school will open with 209 students in grades K - 6 and have an ultimate capacity of 868 K - 8 students. The facilities will be fully ADA compliant.

The standard classroom size is 840 SF with lockable storage closets 2' deep along the corridor side. There will be a min. of 3 of these storage closets in each classroom, to allow secure storage for the multiple user groups. These classrooms can accommodate from 21 kindergarten and 1st grade students up to 26 7th and 8th graders, which allows for maximum flexibility.

Proposed lease payments are shown in the attached table which covers HCC's portion of the USDA loan payments, based on a contractor's construction cost estimate, along with utilities. Maintenance and custodial expenses are included in the operating budget information. Also included is estimated capital expenses for furnishings, fixtures and equipment (FF&E).

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
Rent for 1 month prior to opening			\$9,600	
Utilities for 1 month prior to opening			\$1,250	
Furnishings, fixtures & equipment (FF&E)			\$85,167	Needed for Year 1.
Misc. up front expenses associated with facility			\$10,000	Move-in expenses, etc.
		TOTAL Pre-Opening Costs	\$106,017	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Rent			\$105,600			\$115,200	Phase 1 of Bldg. in years 1&2
Utilities			\$13,750			\$15,000	
Repairs & Maintenance			\$5,000			\$5,000	
Additional FF&E		(in Pre-Opening Expenses)				\$12,586	For 2 additional classrooms
		TOTAL Year 1 Costs	\$124,330		TOTAL Year 2 Costs	\$147,786	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

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
Rent			\$229,200			\$233,800	Phase 2 added in year 3
Utilities			\$26,335			\$36,862	
Repairs & Maintenance			\$7,000			\$7,000	
Additional FF&E			\$151,982			\$12,961	
		TOTAL Year 3 Costs	\$414,517		TOTAL Year 4 or Expansion Costs	\$290,623	

List of Attachments

Attachment Title	Brief Description	Notes or Considerations
Hayden Canyon Site Master Plan	Approved Master Plan for the 610 acre Hayden Canyon neighborhood.	Shows the location of the 33 acre Community Campus which includes the school site.
Site Photographs	Photos of the 250 + acres of open space.	HCC will have access for learning expeditions, etc.
Community Campus Schematic Design Drawings	Shows the design concept for the proposed school and community center facilities.	The school 1st and 2nd floor plans are color coded to indicate proposed phasing.
Projected Enrollment & Building Information by Phase	Shows projected enrollment by grade for each year from opening to ultimate capacity along with building information by phase.	Note the estimated opening enrollment of 209 students in grades 1 - 6 and ultimate capacity of 868 in grades K - 8.
Estimated Construction Costs by Phase & HCC's Estimated Share of Mortgage Payment & Utilities	Based on a contractor's estimate utilizing Schematic Design Drawings and utility expenses for comparable sized public schools in the area.	Note HCC's portion is 75.00% in years 1 and 2 and 83.33% in year 3 based on classrooms used (4 others to be leased by Head Start and a preschool).
Facility Estimated FF&E Costs	Estimated capital expenses for furnishings, fixtures and equipment for years $1-3$.	Does not include computers, projectors or other IT and AV equipment, which is accounted for separately in the HCC Budget Information.
Letter from USDA re: Rural Community Facilities Loan Program	This program makes loans to municipalities or approved non-profit community service providers in cities with a population of less than 20,000. Sandpoint Charter School's building was financed with this.	Current terms are 3% interest and 30 years with 0% down. The borrower will be an approved 501c3, The Institute for Community at Hayden Canyon, which because of its affiliation with the National Institute for Community, meets the minimum 3 - 5 year history requirements.
Excerpts from Signed Agreements with the City of Hayden	Portions of the Annexation and Planned Unit Development Conditions of Approval	Highlighted sections relate to the required donation of land for the Community Campus including the school and community park sites and minimum open space requirements.



HAYDEN CANYON SITE PHOTOGRAPHS











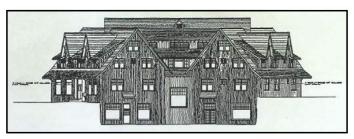


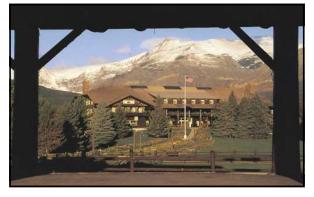




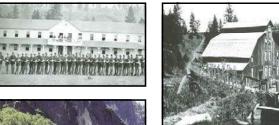




























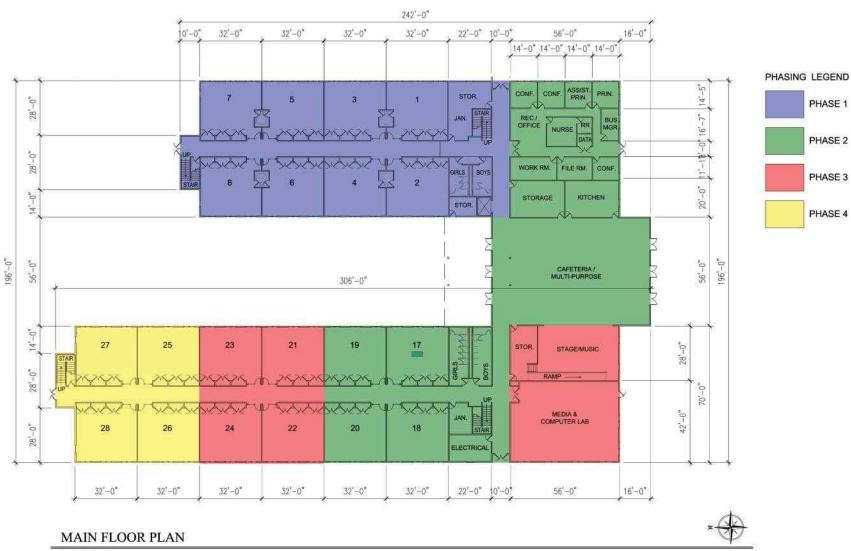












Scale: 1/32" = 1'-0"

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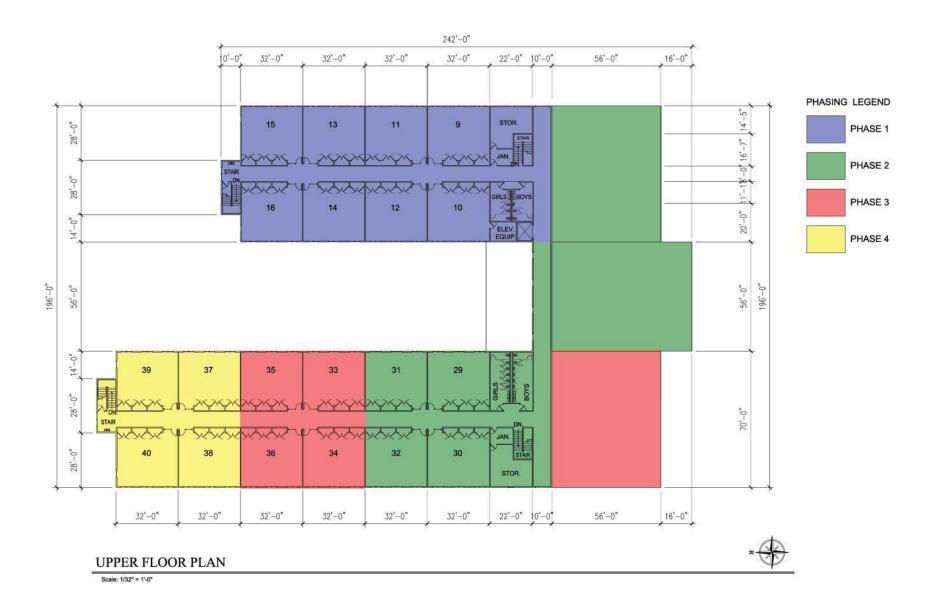
A R T I O S
ARGITTECTURE
COMMUNITY DESIGN
DEVELOPMENT

HAYDEN CANYON CHARTER SCHOOL HAYDEN, IDAHO

SHEET TITLE MAIN FLOOR PLAN

SCHEMATIC DESIGN 2-3-16

A2.0

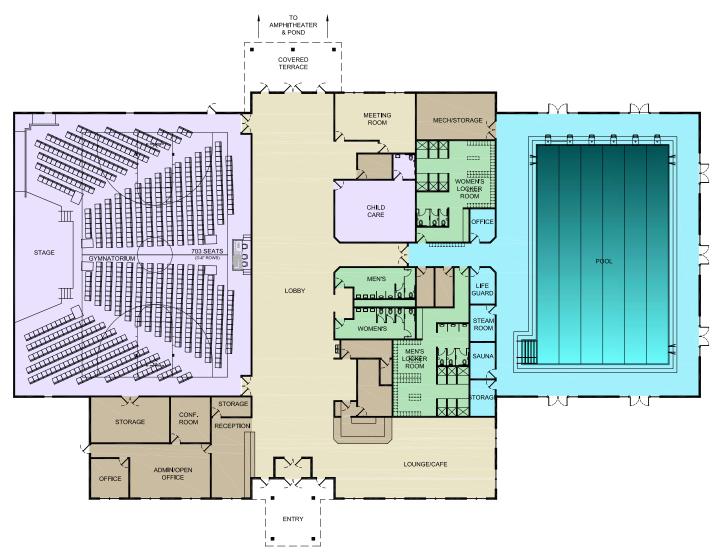


HAYDEN CANYON CHARTER SCHOOL HAYDEN, IDAHO

SHEET TITLE UPPER FLOOR PLAN

SCHEMATIC DESIGN
DATE 2-3-16
PROJECT NO:

A2.1









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K (Full Day)-1	840	37	23	1	K-10 1st-11	21	1	K-10 1st-13	23	1	K-10 1st-13	23	1	K-10 1st-13	23	1	K-10 1st-13	23	1	K-10 1st-13	23	2	K-20 1st-26	46	2	K-15 1st-31	46	3	K-33 1st-36	69	4	K-26 1st-66	92
1-2	840	35	24	3	1st-46 2nd-24	70	4	1st-39 2nd-57	96	4	1st-39 2nd-57	96	4	1st-44 2nd-52	96	4	1st-39 2nd-57	96	4	1st-44 2nd-52	96	4	1st-39 2nd-57	96	4	1st-32 2nd-64	96	4	1st-33 2nd-63	96	5	1st-51 2nd-69	120
3-4	4th-25 4th-25 4th-63 4th-63 4th-63 4th-62 4th-64 4th-61								125	5	3rd-63 4th-64	127																					
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7-8	7-8 840 32 26 1 1 7th-26 26 2 7th-26 sth-26 52 2 7th-26 sth-26 52 2 7th-26 sth-26 52 3 7th-39 sth-39 78 4 7th-65 sth-39 104 5 7th-65 sth-65 130 5 7th-65 sth-65 130 5 7th-65 sth-65 sth-65								130																								
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9/13/2016

ESTIMATED		COSTS BY PHASE & HCC Est.Const. Cost at \$132.00 per SF With 2.5% / Year Inflation		Annual USDA Loan Payment at 3.0% 50.92 / 1000 0.05092	No. of Classrooms used by HCC	HCC's Share of Annual Loan Payment	& UTILITIES HCC's Share of Annual Utilities incl. 2.5% / year inflation
PHASE 1	22,960 SF 16 Classrooms, R	\$3,030,720 estrooms & Elevator.	\$3,030,720	\$154,324	75% 12 of 16	\$115,743	\$15,000
PHASE 2	17,360 SF 8 Classrooms, R	\$2,406,096 estrooms & Offices, Multi-Pur	\$5,436,816 pose Room	\$276,843	83.33% 20 of 24	\$230,693	\$30,723
PHASE 3	16,912 SF 8 Classrooms,St	\$2,567,242 age/Music Room, Media/Com	\$8,004,058 puter Center	\$407,567	87.50% 28 of 32	\$356,621	\$50,112
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	Ed. Director O	ffice							
			1	\$5,379		\$0		\$0	\$5,379
Bus. Director Office	Bus. Director (, ,
			1	\$3,812		\$0		\$0	\$3,812
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	·	\$6,804	1	\$6,804		\$0	0	\$0	\$6,804
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		\$11,527	0	\$0		\$0	1	\$11,527	\$11,527
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Notes:

(1) Based on a multiplier of 1.15 x base costs in 3 Oaks Resource Group template.



September 6, 2016

Glen Lanker Hayden Canyon 1029 E. Shadow Wood Lane Coeur d' Alene, Idaho 83815

Re: USDA Rural Development assistance for the proposed Community Facilities at Hayden Canyon

Dear Glen,

To summarize our discussion, the USDA Rural Development has many different programs for Community and Economic Development. The Community Facilities Loan Program may be suitable for assisting the proposed Hayden Canyon Public Charter School and Community Center. The following terms and conditions are associated with this particular program:

- 1. Small cities or towns with a population of 20,000 or less are eligible. The City of Hayden meets this requirement with approximately 13,000 residents.
- 2. The applicant must be a public body (municipality) or non-profit 501(c)3 organization. The non-profit organization needs to be established with at least 3-4 years of history and audited financial statements, tax returns, etc. 1 understand the Institute for Community you mentioned will be the intended non-profit and they have been in existence for almost 20 years owning and operating their Highpoint Community Center and their national affiliate has been in place for over 10 years.
- 3. The community facilities must be for public use and not just for the residents of a particular neighborhood or subdivision.
- 4. The loan amount can be up to 100% of market value. It will be a benefit that the land is being donated to the non-profit and will provide them with equity.
- 5. Real estate loans have a term of 30 years or for the estimated useful life of the facility. The maximum loan term is 40 years.
- 6. The interest rate is a fixed rate for the term of the loan, currently it is around 3% (subject to change).
- 7. It will be important to have documented revenue sources in the form of long-term shared use agreements (leases) from the other non-profits and user groups such as the charter school, YMCA, etc. sufficient to cover debt service and operating expenses.
- 8. Phasing is encouraged to ensure revenue growth keeps pace with debt service and expenses.

As mentioned, this program has financed numerous charter schools around the state.

We look forward to discussing further the potential of financing these community facilities in Hayden Canyon. I have attached a fact sheet for further clarification.

Sincerely,

Howard R. Lunderstadt

Community Programs Specialist

Attachment

Rural Development • Northern Idaho Area Office 7830 Meadowlark Way, Suite C3 • Coeur d'Alene, ID 83815 Voice (208) 762-4939 • Fax (855) 505-1566

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Community Facilities Direct Loans and Grants

PURPOSE:

- Provide financial assistance to develop essential public community facilities in rural areas up to 20,000 population based on last decennial census (2010)
- Provide loan and grant funds for projects serving the most financially needy communities

ELIGIBLE PURPOSES:

Construct, enlarge, extend, or improve essential community facilities providing essential services, primarily to rural residents and rural businesses for health services, public safety, public services, and telecommunication (medical or educational).

- Purchase of equipment to provide essential service
- Purchase existing facilities
- Reasonable fees and costs such as: engineering/architectural, legal, administrative, environmental and planning services
- Costs of acquiring interest in land; rights of way, etc.
- Fire, rescue & public safety (fire stations, fire & rescue equipment, jails, police stations)
- Health services (clinics, nursing homes, assisted living, group homes)
- Community, social or cultural services (libraries, schools, day-care, museums)
- Transportation facilities (bridges, roads, airports, parking facilities)
- Telecommunication equipment (telemedicine and distance learning)
- Natural gas distribution
- Irrigation systems
- Support structures for rural electric and telephone systems when not eligible for RUS
- Refinance existing facility debt, if it is a secondary part of the loan

ESSENTIAL COMMUNITY FACILITIES:

- Fire, rescue and public safety (fire stations, fire & rescue equipment, jails, police stations)
- Health services (clinics, nursing homes, hospitals, assisted living, group homes)
- Community, social or cultural services (libraries, schools, day care, museums)
- Transportation facilities (bridges, roads, airports, parking facilities)
- Telecommunication equipment (telemedicine and distance learning)
- Natural gas distribution
- Support structures for rural electric and telephone systems (when not eligible for RUS)

ELIGIBLE APPLICANTS:

- Public body such as a city, county, district, or other political subdivision
- An organization operated on a not-for-profit basis such as an association, cooperative, or private corporation
- Federally recognized Indian Tribe

ELIGIBILITY REQUIREMENTS:

- Facility must have broad-based community support
- Applicant must be unable to obtain credit elsewhere at reasonable rates and terms
- Applicant must have legal authority and responsibility to own, operate, and maintain the facility

Rural Development • Idaho State Office

9173 West Barnes Drive • Suite A1 • Boise, ID 83709 Voice (208) 378-5600 • Fax (208) 378-5643 Website: http://www.rurdev.usda.gov/ID_CP_Programs.html

USDA is an equal opportunity provider and employer.

DANIEL J. ENGLISH 14P I 2194738000 KOOTENAI CO. RECORDER Page 1 of 14 BBB Date 01/30/2009 Time 15:31:07 REC-REQ OF CITY OF HAYDEN RECORDING FEE: 0.00 2194738000 XX

HAYDEN CANYON ANNEXATION AGREEMENT

THIS AGREEMENT is made effective this 2 day of 1000 day of 2009, by and between the CITY OF HAYDEN, a municipal corporation organized pursuant to the laws of the State of Idaho, hereinafter termed the "City," and Hayden Canyon Land LLC, an Idaho limited liability company, 1325 W. 1st Ave., Ste 210, Spokane, WA 99201, hereinafter termed the "Owner."

WHEREAS, the Owner owns eight (8) parcels of land adjacent to the City limits of the City of Hayden which the Owner wishes to develop in accordance with zoning designations applied by the City of Hayden at a density set forth herein. Said property, for which annexation is requested, is more particularly described in Attachment "A" attached hereto ("the Property") which is incorporated by reference as if set forth fully herein; and

WHEREAS, the Mayor and City Council of the City of Hayden have determined it to be in the best interests of the City to annex the Property, subject to the Owner performing the covenants and conditions hereafter set forth;

NOW THEREFORE, IN CONSIDERATION of the covenants and conditions set forth herein, the parties agree as follows:

1. <u>Purpose:</u> Owner enters into this Agreement to obtain annexation of the Property, while City seeks to obtain partial mitigation of the effects of annexation of the Property. Owner acknowledges that City has no duty to annex the Property and that the promises of Owner constitute an inducement for City to do so. The term "Owner" is deemed to include any successor in interest in the Property.

No development application is before the City at the time of this Annexation Agreement and no development is being approved with this Agreement. The terms of this Agreement are intended only to address mitigation of the affects of the annexation of the Property on the City by imposing limitations on future use of the property as consideration for the annexation.

Nothing in this Agreement is intended to provide the Owner any commitment that a future development application will be approved. In the event that the Owner wishes to develop the property once it is in the City, the Owner and City shall comply with all of the Hayden City Code procedural requirements in effect at the time of submittal of any development application.

2. <u>Utilities:</u>

2.1 Water: At this time, the City does not have a municipal water system. Owner agrees to investigate the development and permitting of a new water

All required public improvements associated with development of the Property shall be inspected and tested during construction by Owner's engineer with all such costs of testing and inspection to be borne by the Owner. The Owner shall provide the City Engineer with inspection field reports and test results accompanied by a certification that the improvements have been installed in compliance with applicable City requirements. A representative of the City or the applicable water purveyor shall be present at the pressure testing of water mains and sanitary sewer mains. The City shall be notified at least twenty-four (24) hours before testing.

- 6. <u>Consideration:</u> Owner agrees to provide specific consideration to the City in the form and at the times specified herein. The consideration is deemed by the parties to be a reasonable consideration for City benefits to the Owner's use or development of the Property annexed hereby, including, but not limited to; public safety, street services, and community and traffic planning.
- 6.1 The Owner shall designate in any subsequent development proposal forty percent (40%) of the Property as "open space." "Open space" shall be defined for purposes of this Agreement to include all dedicated/deeded public facility lands, recreational fields, public park, non-jurisdictional wetlands, Greenway Park, wetlands and wildlife corridors, required landscape buffers, greenbelts and other parklands and open space dedicated or designated for common or public use as may be incorporated into a subsequent development proposal. For purposes of this Agreement, "open space" shall not include land dedicated by Owner for public rights of way, private streets, and common parking areas, if any. The forty percent (40%) allocation of open space shall include but not be limited to the following uses:
- 6.1.1 Construction of a community park facility meeting the City Standards for a community park shall be constructed on the lands dedicated to the City pursuant to 6.2 below, if and when development of the Property occurs. The timing for the construction of the park will be determined at the time a development agreement is approved for the Property.
- 6.1.2 Construction and dedication of a Greenway Park to an appropriate ownership entity, if and when future development of the Property occurs, with said Greenway Park developed consistent with the city standards and incorporating the canyon area, non-jurisdictional wetlands, and proposed open spaces within the Property.
- 6.1.3 Other neighborhood and pocket parks, trails and open space as may be incorporated into any subsequent development proposal and made available for public use as future development of the Property occurs.
 - 6.1.4 Other approved uses by the City proposed during the

development process as set forth in the development agreement between the parties to be negotiated in the future.

6.2 Dedication of Twenty-Two (22) Acres:

- 6.2.1 Owner agrees to deed to the City fee simple title to twenty two (22) acres of land. The 22 acres dedicated for a city park, community park, a public school and for emergency response shall be deeded to the city as public facilities. This twenty two (22) acres is included as a portion of Owner's requirement to dedicate forty percent (40%) of the Property as open space.
- 6.2.2 City and Owner agree that Owner's dedication of twenty-two (22) acres and/or construction of Public Facilities, parks, and open space shall be applied toward any such development requirements as may be in effect at the time of receipt by the City of a completed application for development of the Property, including park land and school impact mitigation. Notwithstanding the forgoing dedication of real property, the City shall retain the right to impose other terms, conditions or limitations as mitigation relating to traffic, public safety, and infrastructure in the event, and at the time of, any future development of the Property.
- 6.3 By right-of-way deeds of equal date with the passage of an annexation ordinance, Owner will deed to the city of Hayden right-of-way to make a total of sixty (60) feet of right-of-way, as measured from section line, along all the Property's frontage on Government Way and right-of-way sufficient to make a total of sixty (60) feet, as measured from center line of Lancaster Road, along all the Property's frontage on Lancaster Road. In addition, Owner will deed to Lakes Highway District right-of-way sufficient to make a total of forty (40) feet, as measured from section line, along all the Property's frontage on Strahorn Road, with an additional ten (10) foot drainage and utility easement along the length of the right-of-way.
- 6.4 Based on the zoning requested in conjunction with annexation, it is anticipated that Owner will be developing the Property as a residential subdivision. As a condition of annexation and in order to partially mitigate the effects of annexation upon the City, the Owner expressly agrees to the following:
- 6.4.1 Any proposed development of the Property shall be limited to a base density of no greater than two and one-half (2 1/2) residential units per gross acre, plus any applicable density bonus for workforce housing as may be allowed under the Hayden City Code in effect at the time of any development application that may be submitted by the Owner in the future.
- 6.4.2 Any commercial use of the Property allowed under the zoning will be limited to "neighborhood commercial" uses, as defined in the 2008

- 14. <u>Counterparts:</u> This Agreement may be executed in multiple counterparts, each of which shall be deemed to be an original when executed, but all of which shall constitute one and the same instrument.
- 15. Applicable Law: This Agreement shall be construed by and interpreted under the laws of the State of Idaho.

IN WITNESS WHEREOF, the City of Hayden has caused this Agreement to be executed by its Mayor and City Clerk, and the Owner has executed this Agreement to be effective the day and year first above written.

OWNER	CITY OF HAYDEN
HAYDEN CANYON LAND, LLC	
Ry: Haydan Canyon Davalanment III C	(1 11 BS111 lite
By: Hayden Canyon Development, LLC Its: Operating Manager	Ronald B. McIntire, Mayor
A	atonaid B. Weintire, Wayor
By:	ATTEST:
Glen Lanker	- 11-6 /no
Its: Managing Member	HAYO LIMBARELL
	Weki Rutherford, City Clerk
(2)082.	
P ST	AL E
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STATE OF IDAHO)	ICOUNT
):ss	5.4
County of Kootenai)	
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on this 16 day of Vanuary	, 2009, before me, a Notary for the
state of Idaho, personally appeared Glence Canyon Development LLC, known, or ide	Lanker, a Managing Member of Hayden
Canyon Land LLC the limited liability co	many that executed this instrument and
acknowledged to me that such limited liabi	ility company executed the same
	and company checated the banne.
IN WITNESS WHEREOF, I have h	nereto set my hand and affixed my official
seal the date and year in this certificate firs	t above written.
Willinges Mcth	Dudo a machine as
SO AOTARA 2	Notary Public for the state of Idaho
	WOURTY PUBLIC for the ctate of Idoho //

Residing at: <u>Thyden</u>, Idaha Commission Expires: <u>4-28-2014</u>

Hayden Canyon Annexation Agreement - 8

EXHIBIT "C" PUD CONDITIONS OF APPROVAL

approval of the City, working in conjunction with those professionals or agencies it determines to have appropriate expertise, including, but not limited to the Army Corps of Engineers. Detailed plans related to replacement area development are required.

- 4. With approval of the final plat for the first subdivision, the developer shall deed the 22 acres identified for public use to the City of Hayden un-encumbered with easements, liens, mortgages, or deeds of trusts, and shall provide for the transfer by deed of the 224.4 acres of open space to the property owner's association un-encumbered with easements, liens, mortgages or deeds of trusts or alternately, preserve the open space through a conservation easement. Said conservation easement shall meet the intent of the City's PUD ordinance and this approval and further, shall not allow for any use not approved therein.
- 5. Consistent with the terms of the annexation agreement, the developer shall construct the park to meet the City's community park standard, with fields and facilities as identified on page 41 within Exhibit A-32 of the Final PUD application, with said improvements also to include playground facilities, landscaping, irrigation, lighting, fencing, drinking fountains, restroom facilities, and a minimum of 265 parking spaces; all of which will be consistent with the City's Park 2007 Parks Strategic Plan. Construction of all fields and facilities shall be concurrent with the development of Phase 1D (the fourth plat) as identified in Exhibit A32, page 19 of the Final PUD Plan, and shall be completed prior to the developer making application for any other preliminary plat within the PUD.
- 6. A minimum building setback of 25-feet, and a minimum 10-foot wide landscape buffer, meeting the standards of Type II Landscaping are required and shall be shown on each preliminary plat application. There shall be minimum 30 footwide open space buffer along all perimeter property lines of the entire development. Each of the aforementioned may overlap each other for a combined area of setbacks, open space, and buffers which is not required to exceed 30 feet in width with the exception as detailed on page 51 of Exhibit A-32 where the 30 feet could not be obtained, but does provide for the 10 foot buffer.
- 7. The developer shall install and maintain landscaping in greenbelt areas along all frontages abutting Government Way and Lancaster Road, and buffers as noted or otherwise maintain existing older growth trees and native vegetation (as may be approved in design review) as required improvements for each subdivision. Any multi-modal pathways constructed in lieu of sidewalks and located outside of the public right-of-way shall be located within public easements, at a width determined by the City, to be reflected and dedicated on each final plat.

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Hayden Canyon Charter, An Expeditionary School of Arts & Sciences	Details for (in order of preference): Option 2
Facility Name / Title: Leased New Portables at Hayden Canyon	Option Status: Possible
Location Address: 13782 N. Government Way Hayden, ID 83835	Primary Vendor Information (if applicable) Design Space Modular Buildings, Inc. Bill Ackerman, Regional Sales Manager 509-724-1568 billa@designspacemod.com www.designspacemodular.com

Narrative

[Provide a narrative with details about this facility option, including (but not limited to): space information (land, building purchase or lease, etc.), planned classroom space, how you identified / estimated accurate costs, strengths of this option, associated challenges, how challenges will be addressed if this option is chosen, and any other pertinent information about the draft budget or facility.]

As outlined in Option 1, the land in Hayden Canyon for the school facility is required to be donated, along with land for the community park and community center, as well as the balance of the open space. If, for whatever reason, Option 1's new building's construction is delayed, the possibility exists for HCC to open in portable classroom buildings on an interim basis. The most efficient size for classrooms would be 28' x 64' units that have two classrooms of 896 SF of gross floor area each with an ADA restroom in each classroom. To open with grades K – 6 per the projected attendance table would require 8 classrooms in four 28' x 60' portables. There would also be a 24' x 60' portable for administrative offices, which would contain 4 private offices, a conference room, open office/reception area and 2 ADA restrooms. A 28' x 64' portable with two classrooms would need to be added annually in years 2, 3 and 4 to accommodate the projected growth with this option. Also, there would not be any of the common area spaces included with Option 1 such as the large multi-purpose room, kitchen, etc. The portables buildings would be recessed into the ground so the floor level is 4-6" above the surrounding grade. This provides ADA accessibility while being less expensive that building ramps. Refer to the attached information from a vendor who has extensive experience with schools. Given the current demand for portable classroom buildings, there is little if any used inventory available so the only option is new portables.

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
Delivery and set-up			\$82,000	\$18,000 for each 28'x 64' & \$10,000 for the 24'x 60'
Sitework allowance			\$205,000	For parking, sidewalks, etc.
Rent for 1 month prior to opening			\$6,800	\$1400/mo. for each 28'x 64' & \$1200/mo. for the 24'x 60'
Utilities for 1 month prior to opening			\$1,250	
Furnishings, Fixtures and Equipment			\$85,167	
Misc. up front expenses associated with facility			\$25,000	Move-in expenses, legal fees, etc.
		TOTAL Pre-Opening Costs	\$405,217	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Delivery and set-up						\$18,450	For additional 28'x 64'
Rent			\$81,600			\$100,860	
Utilities			\$15,000			\$18,000	
Additional FF&E		(in Pre-Opening Expenses)				\$12,586	For 2 additional classrooms
		TOTAL Year 1 Costs	\$96,600		TOTAL Year 2 Costs	\$149,896	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

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
Delivery and set-up			\$18,911			\$19,384	For additional 28'x 64' each year
Rent			\$117,660			\$134,460	
Utilities			\$21,450			\$25,061	
Additional FF&E			\$12,586			\$12,586	For 2 additional classrooms ea. yr.
		TOTAL Year 3 Costs	\$170,607		TOTAL Year 4 or Expansion Costs	\$191,491	

List of Attachments

Attachments (required)

Attachment Title	Brief Description	Notes or Considerations
Portable Building Information from Vendor	Design Space Modular Buildings, Inc.	Quote for lease rates and other costs obtained from Vendor on May 3, 2016



PO Box 6820 Kennewick, WA 99337 Phone: 509-582-6252

Quotation

Customer:	Hayden Canyon Charter School	Ship To:	Hayden, Idaho
Attention:	Glen Lanker		
	208-819-4705		

Date: 5/5/2016	Terms: Upon Invoice	Ship Via: Common Carrier
Salesperson: Bill Ackerman	Quotation good for 30 days, sub	ect to availability

4 28x64 classroom building 24x60 mobile office building Pricing Building Charges Lease Rate: 28x64 classroom building \$1,400.00 Lease Rate: 24x60 office building \$1,200.00 One Time Charges (Billed at start of Lease) Delivery & Setup of the 28x64's 16k to 18k Delivery & Setup of the 24x60's 8k to 10k	Qty. Description				
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Building Charges Lease Rate: 28x64 classroom building \$1,400.00 Lease Rate: 24x60 office building \$1,200.00 One Time Charges (Billed at start of Lease) Delivery & Setup of the 28x64's 16k to 18k	1 24x60 mobile office building	ng			
Building Charges Lease Rate: 28x64 classroom building \$1,400.00 Lease Rate: 24x60 office building \$1,200.00 One Time Charges (Billed at start of Lease) Delivery & Setup of the 28x64's 16k to 18k					
Lease Rate: 28x64 classroom building \$1,400.00 Lease Rate: 24x60 office building \$1,200.00 One Time Charges (Billed at start of Lease) Delivery & Setup of the 28x64's \$16k to 18k	Pricing				
Lease Rate: 24x60 office building \$1,200.00 One Time Charges (Billed at start of Lease) Delivery & Setup of the 28x64's 16k to 18k					
One Time Charges (Billed at start of Lease) Delivery & Setup of the 28x64's 16k to 18k					
Delivery & Setup of the 28x64's 16k to 18k	Lease Rate: 24x60 office building		\$1,200.00		
Delivery & Setup of the 28x64's 16k to 18k					
Delivery & Setup of the 28x64's 16k to 18k					
Delivery & Setup of the 28x64's 16k to 18k					
			401. 1- 401.		
Delivery & Setup of the 24x60's 8k to 10k					
	Delivery & Setup of the 24x60's		8K TO TUK		

- Sales Tax is not included in your quote above. Sales Tax (8.6%) is charged on all the materials and the monthly pricing including DOH fee's.
- DOH fee's and Sale Tax will be included on all invoices
- If buildings need to be rolled or nosed into place there will be additional costs.
- Please add \$105 for each additional tiedown; if required. If site is un-level or tires, axels & hitches need to
- Set-up cost based on 1,500 p.s.f. soil bearing capacity.
- Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and preparation

Design Space Modular Buildings

Your Source for

Portable & Modular Classrooms Permanent Modular Schools





Branch Locations & Geographic Coverage

North Dakota

- Largest Independent Modular Dealer in the Western US
- 14 Offices Covering 9 States

Products and Services

Modular Building Contractor and Dealer

Providing

Design - Buildings - Site Work - Sales - Leasing - Financing

Standard Inventory

24x40, 24x60 and 28x64 Modular Classrooms





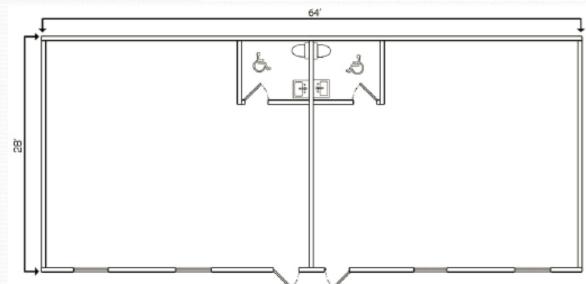
Stock 28x64 **Double** Classroom

w-Restrooms

Boise Schools







No Idaho Stem Charter Academy

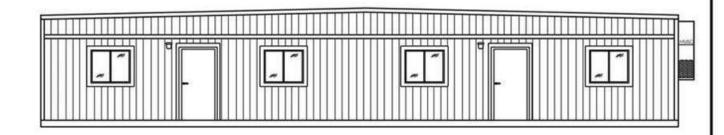




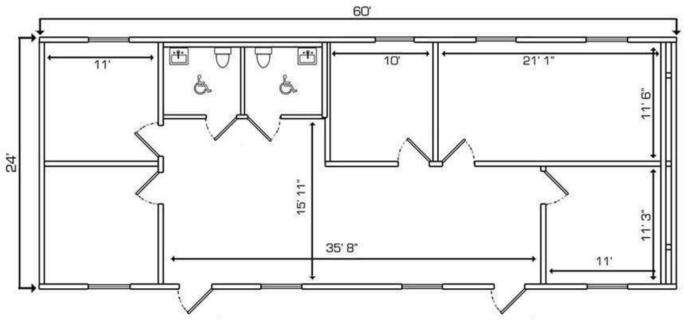








- 1440 square feet of office space
- Four private offices, one conference room, and two restrooms
- Generous office space for 10 13 people.
- Central heating and air conditioning
- Constructed with a steel Heam outrigger
 [™]
 chassis
- Carpet flooring offers an almost maintenance free office building.
- Upgraded interior wall coverings and wood siding provides for a professional appearance.
- Buildings are completely insulated



Note: Dimensions, and door & window locations shown are nominal. Actual dimensions, layout and roof slope may vary depending on model or model year selected.

Your Local Sales Professional:

Bill Ackerman 509-582-6252

24' x 60' Mobile Office Building 4 Offices, 1 Conference and 2 RR's Delivered ready to use "On time and On Budget"



www.DesignSpaceModular.com

Idaho Public Charter School Commission Charter Petition: Facility Details School Name: Details for (in order of preference): Hayden Canyon Charter School Option 3 of Expeditionary Learning Facility Name / Title: Unlikely Existing Office Building Across the Street **Option Status:** From Hayden Canyon Location Address: **Primary Contact Information** Paul Bielec 13403 N. Government Way Coldwell Banker Commercial Schneidmiller Realty Hayden, ID 83835 208.665.5285 pbielec@ccim.net

Narrative

This is an existing building originally constructed for Louisiana Pacific's (LP) offices. The total building area is 40,800 SF. Currently, there is up to 15,000 SF of contiguous space available for lease. It is two stories encircling an interior atrium as seen in the photographs. The site has a parking lot and also a softball field. HCCSEL would have to obtain a special use permit from the City of Hayden because of the change of use. The school would have to start with fewer grades and students because of the limited amount of space available. The rent is at the high end of the range for commercial space in the region. The estimated rental rate would be subject to negotiation. Utilities are not shown because they would be covered on the gross lease payment. The tenant improvement allowance is very preliminary as conceptual plans for adaption of the space have not been prepared.

Draft Facility Budgets

Pre-Opening Expenses

Description	Qty	Unit Cost	Total Cost	Comments
Tenant Improvements Allowance	15,000 SF	\$10.00	\$150,000	
Furnishings, Fixtures and Equipment			\$185,000	
		TOTAL Pre-Opening Costs		

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Lease Payment	15,000 SF	\$15.00	\$225,000	15,000 SF	\$15.00	\$225,000	
TOTAL Year 1 Costs					TOTAL Year 2 Costs		

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 Payment	15,000 SF	\$15.00	\$225,000				
TOTAL Year 3 Costs				TOTAL Year 4 or Expansion Costs			

List of Attachments

Attachments

Attachment Title	Brief Description	Notes or Considerations
HVISTING BILLIAING INTARMATION	Real estate flyer regarding the "Atrium" Office Building in Hayden	

The Atrium – Professional Office Space - Hayden, ID



13403 N Government Way, Hayden, ID 83835

Listing ID: 16300011 Status: Active

Property Type: Office For Lease

Office Type: Executive Suites, Mixed Use

Contiguous Space: 300 - 15,000 SF Total Available: 40,800 SF

Rental Rate: \$18 - 24 PSF (Annual)
Base Monthly Rent: \$450 - 30,000

Lease Types: Gross Lease, Absolute Gross

Property Overview

Beautiful professional office building located in Hayden, ID just north of Lancaster Road between Highway 95 and Government Way. Lots of flexibility for any size of tenant. There are individual offices (most with windows looking into and out of the building) all the way up to +-15,000 usable SF. Common areas include: eating area, hallways, two entries, conference room, restrooms, workout room with equipment, elevator, and parking lot.

Offered at \$18 - \$24 per SF Annually — Full Service

Depending on Tenant SF

Included in Lease Rate - Operating expenses including property maintenance, taxes and insurance, utilities including water, electricity, heat and air conditioning, and common area janitorial services (excludes unit janitorial)

Tenant Responsibilities - Telephone, internet and all other items specifically associated with Tenant's business operations



More Information Online

http://www.nwcre.org/listing/16300011



QR Code

Scan this image with your mobile device:

Building Load Factor - 25% - Common areas include: eating area, hallways, two entries, conference room, restrooms, workout room with equipment, elevator

Listing Details

General Information

Listing Name: The Atrium – Professional Office Space - Hayden,

ID

Office Type: Executive Suites, Mixed Use, Office Building, Other

Available Space

Suite/Unit Number:201Maximum Contiguous:15,000 SFSuite Floor:2Space Type:ReletSpace Available:300 SFLease Rate:\$24 PSF (An

Space Available:300 SFLease Rate:\$24 PSF (Annual)Minimum Divisible:300 SFLease Type:Absolute Gross

Available Space

Suite/Unit Number:202Maximum Contiguous:15,000 SFSuite Floor:2Space Type:ReletSpace Available:2,000 SFLease Rate:\$22 PSF (Annual)Minimum Divisible:300 SFLease Type:Gross Lease

Available Space

Suite/Unit Number:	203	Space Type:	Relet
Space Available:	5,000 SF	Lease Rate:	\$18 PSF (Annual)
Minimum Divisible:	300 SF	Lease Type:	Absolute Gross
Maximum Contiguous:	15,000 SF		

Available Space

Suite/Unit Number:	204	Maximum Contiguous:	15,000 SF
Suite Floor:	2	Space Type:	Relet
Space Available:	1,000 SF	Lease Rate:	\$24 PSF (Annual)
Minimum Divisible:	300 SF	Lease Type:	Absolute Gross

Available Space

Suite/Unit Number:	205	Maximum Contiguous:	15,000 SF
Suite Floor:	2	Space Type:	Relet
Space Available:	7,500 SF	Lease Rate:	\$18 PSF (Annual)
Minimum Divisible:	300 SF	Lease Type:	Absolute Gross

Available Space

Suite/Unit Number:	206	Maximum Contiguous:	15,000 SF
Suite Floor:	2	Space Type:	Relet
Space Available:	10,000 SF	Lease Rate:	\$18 PSF (Annual)
Minimum Divisible:	300 SF	Lease Type:	Absolute Gross

Available Space

Suite/Unit Number: Suite Floor: Space Available: Minimum Divisible: Maximum Contiguous:	All Units 1 & 2 15,000 SF 300 SF 15.000 SF	Space Type: Lease Rate: Lease Type: Parking Spaces:	Relet \$18 - 24 PSF (Annual) Absolute Gross 0
Maximum Contiguous:	15,000 SF		

Area & Location

Property Located Between:	North on Highway 95, East on Lancaster, North on	Road Type:	Paved
	Government Way to Property	Property Visibility:	Excellent
Side of Street:	West		

Location

Address:	13403 N Government Way, Hayden, ID 83835
County:	Kootenai
MSA:	Coeur d'Alene



Property Images





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Page 3



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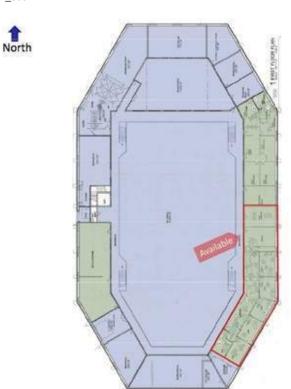
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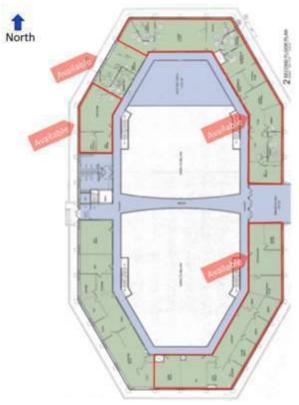
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Floor Plan Availability - Floor 1



LP_Available_Space_2nd_Floor_2_2013

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Crossing the enrollment line

By KEITH COUSINS/Staff Writer | Posted: Sunday, April 17, 2016 12:00 am

COEUR d'ALENE — Participating in afterschool activities and sports in Coeur d'Alene schools is a high point in education for Kassi Folberg's three children.

The Folbergs live in an area of Hayden that is zoned for the Lakeland Joint School District and have attended schools within the Coeur d'Alene district for the last five years.

Folberg said her elementary school-age children enjoy walking a stone's throw away from home to Atlas Elementary each morning. Each year, Folberg has filled out an open enrollment form, which was then approved by Coeur d'Alene school officials allowing her to send her children across the school district boundary line for their education.

But, Folberg recently learned that the open enrollment application for two of her three children was denied.

"They're being forced to go to a place where they don't even know anybody," Folberg told The Press.

"We don't even live close to Rathdrum. How are we supposed to be part of a community now?"

When they learned they would be going to school in Rathdrum next year, Folberg said her children were shaken and advocated for a move so they could stay in Coeur d'Alene district schools.

"They're very upset," she added. "To uproot them and move them to a school where they don't know anybody ... I just don't understand it."

Tightening the existing open enrollment policy has become a prominent topic of discussion as Coeur d'Alene School District officials and trustees examine the expanding student population. Superintendent Matt Handelman told The Press that, although district officials have to look at the issue with a wide scope, the fact that each of the district's 407 students who use open enrollment each have their own stories and situations is not lost on him.

"Your heart goes out to them and that's why we've always tried to keep them," he added. "But, those folks certainly don't have an entitlement to a spot in our school district."

A possible solution

The Coeur d'Alene School District has a long-standing open enrollment policy. Parents wishing to send their children to a school in the district through the policy must choose a school and submit an annual application to district officials.

Priority is given to out-of-district students whose parents work for the district, have a sibling enrolled at their school of choice, and to those who have "a unique situation or extraordinary circumstance."

"There are families who have been going to the district for a long time and contribute to the district," Handelman said.

The program has been beneficial to the district, Handelman said, because it allows schools to receive additional state funding for each out-of-district student. It also allows for the district to reach classroom capacities and maximize use of its personnel.

"When you staff tightly and you're really trying to squeeze everything out of your budget, you don't leave classes with 21 students instead of the 25-student cap," Handelman said. "It would be nice to do that, but the reality is we are not funded in order to do that."

There are more than 10,000 students in the Coeur d'Alene School District and, according to Handelman, students within district boundaries must be prioritized. Growth in the northwestern portion of district boundaries has increased the population substantially, leading some school officials to lean toward a temporary halt to open enrollment.

"While the out-of-district kids would help some of that (overcrowding), I don't think there's quite enough of them to solve the problem," Handelman said. "There's no grade level that has the out-of-district enrollment where, if you removed those students, you could lessen the number of classes per grade level."

Different districts, similar opportunities

There are 62 students attending schools in Post Falls through that district's open-enrollment program, the majority of which (42) live inside the boundaries of the Coeur d'Alene School District. Parents of a student living outside the district can apply for their child to attend any public school in Post Falls, and are accepted as long as they meet district standards and guidelines.

"The way we set it up is that we are not going to accept open-enrollments if they're going to cause us a hardship," said Post Falls School District Superintendent Jerry Keane. "That limits the amount of impact, and also provides some flexibility for the families in our three (school district) communities."

Post Falls has had the same open-enrollment policy for more than 20 years, according to Keane. The policy, he added, allows the district to manage requests in an equitable way, while ensuring that schools aren't negatively impacted by a dramatic influx of students.

"Those students end up being a small percentage of our overall student population," Keane said. "It's not impacting what's going on here very much."

However, Keane said there would be a significant impact if the Coeur d'Alene School District did decide to stop its open-enrollment program, and his district received 275 more students next fall.

"If it were to happen overnight it would be a problem, there's no doubt about that," he added. "But, with open enrollment, what you don't know is if they were already enrolled in a public school, or if

they were home-schooled — you don't know where they're coming from."

At the Lakeland Joint School District, the majority of students attending schools that live outside district boundaries come from Bonner County. Superintendent Brad Murray said that, although the district is closed to open enrollment, families can choose to send their children to one of its schools if they agree to pay a \$40 per month tuition fee.

"We figure that what parents pay outside of the district is equivalent to what property taxes would be over the course of the year for folks inside the district," Murray said.

According to Murray, families that live just north of Spirit Lake often choose to pay the tuition fee instead of sending their children to schools that would require much longer commutes. The district's policy, he added, has worked efficiently for decades without any major negative impacts.

"Before we admit any new out-of-district kids, we look at the numbers and make sure that the kids within the district are being served first," Murray said. "But, once they're in the district, they're our kids and we want to treat them as such."

The Press asked Murray if his district would be negatively impacted should the Coeur d'Alene School District make a decision that would send 97 additional students to Lakeland schools next year.

"It really just depends on what grade levels and what schools they go to," Murray responded. "In some schools it could certainly have a positive impact and in others it would be a negative one."

A different way to do business

One of the most frequent questions Handelman said he fields on the topic of open enrollment relates to the district's two magnet schools, Sorensen and Ramsey. The elementary schools are attended by 111 students living outside the school district, 83 of which go to Ramsey, making them the elementary schools with the largest populations of out-of-district students.

There is a perception, Handelman said, that students who live within district boundaries are stuck on waiting lists to get into the two magnet schools because of their large populations of students from outside district boundaries.

"But it's not just a perception," he added. "To a certain degree, it's a reality."

Handelman said that an examination of how the two magnet schools were created is necessary to understand the situation. Sorensen in particular, he said, became a magnet school as a way to attract more students when the student population got to the point where closing the school entirely was likely.

"It was a dying school," Handelman said. "There was a directive from the board at the time that, to keep the school open, everyone needed to be included."

That history, he said, created a "come one, come all" attitude and gave more leeway to administrators when it came to open enrollment. Parents of out-of-district students at magnet schools do not have to reapply for admission each year — a requirement for other schools in the district — and any siblings of the student also have prioritized admission.

"So an out-of-district sibling would have priority over an in-district student," Handelman said.

Overcrowded schools have created a need to change that policy, and Handelman said he has been working on the issue throughout the year with administrators at the magnet schools.

"We can't keep doing business the same way," he said. "We have to give the principals at our magnet schools the same ability other principals in the district have to say, 'We don't have room for you this year."

On Wednesday, the Coeur d'Alene School District Board of Trustees will conduct a workshop focusing on the open enrollment policy and procedures. According to Handelman, the working meeting could see trustees further examine waiting lists for the district's magnet schools, students who are forced to transfer to schools they aren't zoned for because of crowding, and tightening the overall policy.

Handelman added that he has warned the trustees about completely eliminating open enrollment because there could be times where it is beneficial to bring in students.

"But the board doesn't seem to be talking about changing the policy," he said. "They're saying, 'We need you to more strictly enforce this and, when there's no more space there's no more space."

Appendix J: Pre-opening Timeline

See the attached required PCSC Pre-Opening Timeline Template and an additional timeline with specific details related to HCC's administrative and academic preparations for the opening of the school.

Also attached is a timeline chart indicating the tasks and schedule associated with the construction of the facility and associated infrastructure.

Idaho Public Charter School Commission Pre-Opening Timeline

<u>Report</u>	<u>Benchmark</u>	Required Documentation	<u>Deadline</u>
Performance Certificate	Performance Certificate signed and on file	Submitted to PCSC	75 days after approval
New Charter School Bootcamp	Scheduled for April 27 - 28, 2017	Provide Proof of Attendance	May 31
Enrollment	Current enrollment figures, based on completed acceptance enrollment forms, documented and submitted	Documentation of acceptance enrollment forms	May 31
	Break-even or better enrollment achieved	Analysis of submitted enrollment documentation and petition budget	
Facilities	Copy of facility lease or mortgage has been submitted	Copy of facility lease or mortgage	May 31
	Necessary facility inspections have been initiated, required improvements/timeline established	Letter from contractor/landlord verifying improvements & timeline	
School Calendar	School Calendar in place for upcoming school year	Copy of School Calendar	May 31
Learning Program	Curriculum scope and sequence for the grades to be serviced in the first year are complete	School Assurance Form	May 31
	Textbooks/Curriculum are available or have been ordered, and invoices are on file	School Assurance Form	
Financial	Internal Control Policies adopted	Completion of Internal Control Risk Analysis	May 31
	All required and appropriate insurance policies have been obtained.	Copies of issued insurance policies	
Staffing	Contracts and position descriptions have been established for administration, directors, teachers, and support staff	Copies of all signed contracts	May 31
	Special Education Director identified and hired	School Assurance Form	
Charter School Advance Payment Request (SDE)			June 1
Transportation Advance Payment Request (SDE)			June 15
Consolidated Federal and State Grant Application (SDE)			June 30
Budget	Annual Budget Approved and Submitted to SDE, PCSC	SDE Budget Template	July 15

Idaho Public Charter School Commission Pre-Opening Timeline

<u>Report</u>	<u>Benchmark</u>	Required Documentation	<u>Deadline</u>
Education Directory Updates (SDE)			July 30
PCSC Dashboard Report			July 30
School Policy	Policies and procedures for identifying and servicing EL and SPED students are appropriate and in place	School Assurance Form	July 31
	Student/Parent Handbook developed	School Assurance Form	
	Staff policies developed	School Assurance Form	
	School policy book has been developed/adopted	School Assurance Form	
Enrollment	System in place for gathering and reporting student data needed for federal entitlement programs	School Assurance Form	July 31
	Policies and procedures for student record receipt and review are appropriate and in place	School Assurance Form	
Facilities	Fire Inspection conducted, passed, and on file	Copy of inspection report	July 31
	Certificate of Occupancy specifying maximum occupancy awarded and on file	Copy of Certificate of Occupancy	
	Building Inspection conducted, passed, and on file	Copy of inspection report	
	Health District Inspection conducted, passed, and on file	Copy of inspection report	
	Custodial/maintenance services contracted	Copy of contract	
Financial	Independent Auditor has been contracted (if applicable)	Letter from Audit firm	July 31
	Forms acquired for PO, checks, reimbursements, leave requests, etc.	School Assurance Form	
	Food Service Agreement signed and on file	School Assurance Form	
	Transportation Agreement signed and on file	School Assurance Form	

Idaho Public Charter School Commission Pre-Opening Timeline

<u>Report</u>	<u>Benchmark</u>	Required Documentation	<u>Deadline</u>
Staffing	All teachers are properly licensed, documentation on file	Reviewed at Site Visit	July 31
	Special Education record keeping procedures and responsible staff identified	School Assurance Form	
	Staff professional development planned	School Assurance Form	
	All staff listing with titles and positions, along with any vacancies submitted	Submitted to PCSC	
Board Governance	Board Meeting Calendar Established	School Assurance Form	July 31
	Board Conflict of Interest Policies and Code of Ethics are signed and on file	Submitted to PCSC	
	Meeting minutes from at least one board meeting in the past 60 days	Submitted to PCSC	
	Job descriptions for Board Officers and Members	School Assurance Form	
	Board training plan outlined	School Assurance Form	
	Updated list of governing board, listing position and contact information	Submitted to PCSC	
Site Visit	Facility space is accessible, clean, and well lit	Reviewed at Site Visit	TBD
	Classroom furnishings meet needs of student population and are arranged appropriately for instruction	Reviewed at Site Visit	
	Equipment is operational and technology available for student use	Reviewed at Site Visit	
	Certificate of Occupancy on file	Reviewed at Site Visit	
	Fire Inspection passed and on file	Reviewed at Site Visit	
Special Education Assurances	Details available from SDE or Charter School Special Ed Primer	SDE	Before 1st day of instruction

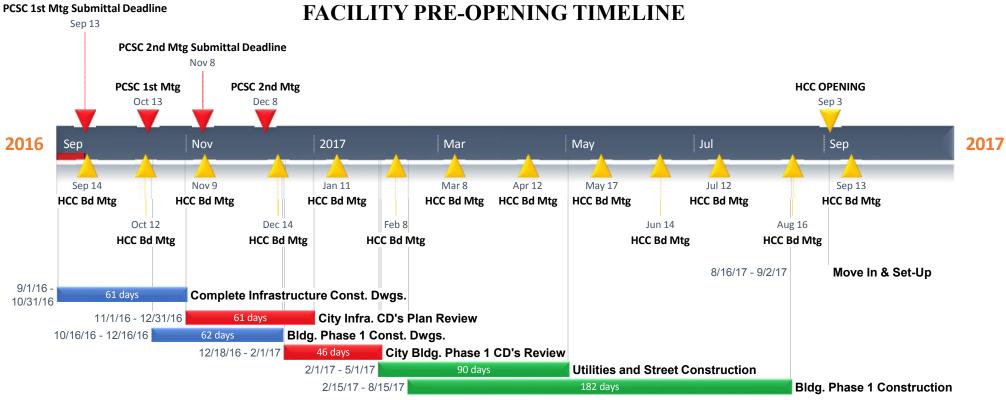
HAYDEN CANYON CHARTER PRE-OPENING TIMELINE

Report / Task	Benchmark	Required Documentation	<u>Deadline</u>
Curriculum Finalized Performance Certificate Student Handbook General Notification of School Technology RFP Ed Diir, Sp Ed. Instruct Ldr Job Technology Selection Ed Diir, Sp Ed. Instruct Ldr Pos Certificated Staff Job Descripti Non-Certificated Staff Job Des Technology Intent to purchase Review Bussing Contract Viab	Certificate signed and sent to PCSC Openings three months prior to application closing Desc Sting on c	Required Documentation Submitted to PCSC	November w/in 75 days Dec 15 Jan 14 Jan 14 Feb 1 Feb 15 March 1 March 1 March 1 March 15 March 15
Staff Policies Draft Ed Diir, Sp Ed. Instruct Ldr Hird Certificated Staff Posting Non-Certificated Staff Posting Student Recruiting Notice Student Application Closes Students eligible to enroll, Noti Non-Certificated Staff Closing	Three time prior to two weeks to closing		April 1 April 1 April 1 April 1 April 1 April 14 April 21 April 21
Certificated Staff Closing File for Advance Funding Develop P.O. procedure Non-Certificated Staff Hired Certificated Staff Hired Review Enrollment list	and determine bussing options	On file	May 1 May 1 May 1 May 8 May 15 May 15
New Charter School Bootcamp Enrollment	o not found (Workshop 101?) Advertise for enrollment Accepted enrollment figures, documented Breakeven enrollment achieve	Provide Proof of Attendance none Submitted to PCSC PCSC analysis of enrollment documented and compared to budget	May 31 Jan 15-Feb 7 May 31 May 31
Facilities	Copy of Lease	Submitted to PCSC	May 31

School Calendar Learning Program	Construction implemented and on-time School Calendar in place for upcode school year Curriculum scope and sequence for the grades to be service in the first year.	Letter from contractor Copy of School Calendar School Assurance Form	May 31 May 31 May 31
	Textbooks/Curriculum are available or have been or are on file	School Assurance Form	May 31st
Financial	Internal control policies are adopted	Completion of Internal Control Analysis	May 31
	All required and appropriate insurance policies have been obtained	Copies submitted to PCSC	May 31
Staffing	Contracts and positions descriptions have been estabolished for admin, directors, teacher, support staff	Submitted signed contracts	May 31
Order FFE, Office Supplies, Co Charter School Advance Payment requested	Special ed Director identified and hired urricula Materials	School Assurance Fore	May 31 June 1 June 1
Transportation Advance Payment request	not applicable		
Report Consolidated Federal and State Grant Application (SDE)	Benchmark	Required Documentation	Deadline June 30
Budget	Annul budget approved	Submitted to SDE, PCSC on SDE Budget Template	July 15
Education Directory Updates (\$ PCSC Dashboard Report	SDE)		July 30 July 30
School policy	Policies and procedures for identifying and servicing EL and SPED students are appropriate and in place	School Assurance Fore	July 31
	Student/Parent Handbook developed	School Assurance Form	July 31
	Staff policies developed	School Assurance Form	July 31
	School policy book has been developed/adopted	School Assurance Form	July 31
Enrollment	System in place for gathering and reporting student data needed for federal entitlement programs	School Assurance Form	July 31
	Policies and procedures for student record receipt and review are appropriate and in place	School Assurance Form	July 31
Facilities	Fire Inspection conducted, passed and on file	Copy of inspection report	July 31
	Certificate of Occupancy specifying maximum occupancy awarded and on file	Submitted Cert of Occupancy	July 31
	Building inspection conducted, passed, and on file	Copy of inspection report	July 31
	Health District inspection conducted, passed, and on file		July 31

Financial	Custodial/maintenance services contracted Independent Auditor has been contracted	Copy of contract Letter from audit firm	July 31 July 31
	forms acquired for P.O., check, reimbursements, leave requests, etc Food Service Agreement	Not applicable 1st year	July 31
	Transportation Agreement signed and on file	TBD	
Staffing	All teachers are properly licensed, documentation	Reviewed at Site Visit	July 31
	Special Ed record keeping procedures and responsible staff identified	School Assurance Form	July 31
Staffing	Staff professional development planned	School Assurance Form	July 31
	All staff listing with titles and positions, along with any vacancies	Submitted to PCSC	July 31
Board Governance	Board Meeting Calendar Established	School Assurance Form	July 31
	Board Conflict of Interest Policies and Code of Ethics are signed and on file	Submitted to PCSC	July 31
	Meeting minutes from at least one board meeting in the 60 days	Submitted to PCSC	July 31
	Job descriptions for Board Officers and Members	School Assurance Form	July 31
	Board training plan outlined	School Assurance Form	July 31
	Updated list of governing board, listing position and contact information	Submitted to PCSC	July 31
Technology Install			Aug 15
FFE final delivery			Aug 15
	y inventories established and distributed		Aug 15
Final FFE move in			Aug 30
Open House			Sept 1
School Starts			Sept 5
Site Visit	Facility space is accessible, clean, and well lit	Reviewed at Site Visit	TBD
	Classroom furnishings meet needs of student population and are arranged appropriately for instruction	Reviewed at Site Visit	TBD
	Equipment is operational and technology available for student use	Reviewed at Site Visit	TBD
	Certification of Occupancy on file	Reviewed at Site Visit	TBD
	Fire Inspection passed and on file	Reviewed at Site Visit	TBD
Special Education Assurances	Details available from SDE or Charter School Special Education Primer	SDE	Before first day of instruction

HAYDEN CANYON CHARTER FACILITY PRE-OPENING TIMELINE



Appendix K: Staff Professional Development and Evaluation

Professional Learning at Hayden Canyon Charter

The Expeditionary Learning Model Protocols, while inherently logical in applicability for many teachers, must still be unpacked and put into practice within the learning community of the school. Alongside internalizing the EL Core Practices (used with permission) and mastering the Protocols, remains the need for continued strengthening of content depth of knowledge (DOK) in the core disciplines of ELA, STEM, Social Studies and Health, as well as increasing confidence in discipline specific pedagogies, integration and facilitating powerful expeditionary experiences. EL education brings a holistic learning approach to the student experience in-class and in the field, encouraging and guiding a hands-on investigative inquiry approach to each expedition, as well as building essential 21st Century competencies within each student. Each of these areas must be fully developed in each educator to maximize the effectiveness and impact of the EL model for students at Hayden Canyon Charter.

Effective and efficient professional learning is developed through creative and immersive experiences.

EL Education professional learning and coaching protocols, along with support from higher learning institutions, efficiently and effectively utilize the professional learning community to create immersive experiences for teachers. The practices, protocols, content areas and pedagogies are explored through learner-driven investigation, facilitated by leadership, and designed to simulate the experiences of the students. A 4-day school week and Friday Professional Learning and Collaboration days allow for the time needed to work toward mastery of these protocols, as well as best practice in the classroom, lab, research and field contexts. In years one and two, to achieve proficiency in expeditionary learning practices and protocols, core discipline content and pedagogy, the following will be actualized:

- Leadership will attend one or more Professional Development opportunities for leaders between June 2016 and May 2017.
- Teachers hired in spring of 2017 will attend a 4 day immersive summit covering the essentials of the Core Practices and determining the areas of focus for an August weeklong professional learning opportunity, based on the Schoology.com modules.
- Applying a blended learning model, Schoology.com is the platform utilized by Idaho State Department of Education and scores of other educators as an online resource for learning through interactive modules. Haydon Canyon Charter School's leadership has created a course addressing each of the EL Core Practices, encompassing EL protocols, and grade level content as well as best practices for each discipline.
 - Each of the Core Practices is explored within a module containing video, supporting documents, online resources, questions for reflection and discussion during collaborative times, and assignments congruent with expectations for fulfilling the Idaho Master Teacher requirements
 - Content for Core Disciplines including ELA, STEM, Social Studies and Health are contained in the Instruction Core Practice module and will be unpacked throughout the year as content is also integrated into thematic arcs and expeditions

- o Pedagogical strategies in constructivist learning for each discipline are outlined, and opportunities to practice among peers are designed into each PL day.
- Module pacing determined by leaders and staff
- Each 6 hour Professional Learning day will encompass four learning focuses, interwoven throughout the day with intentionality and specificity of practices and protocols targeted. These learning focus will be chosen from:
 - o Field work/Hands-on investigative inquiry with professional experts
 - o EL Education Core Practices
 - o Discipline specific Depth of Knowledge and best practices support
 - o Pedagogical strategies support
 - o Analysis of student work to establish norms of excellence and select exemplars
 - o Data analysis for formative and summative evaluation

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- · Helping All Learners
- · Using Data
- · Collaborative Culture

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Professional Learning and Evaluation at Hayden Canyon Charter

The Expeditionary Learning Model Protocols, while inherently logical in applicability for many teachers, must still be unpacked and put into practice within the learning community of the school. Alongside internalizing the EL Core Practices and mastering the Protocols, remains the need for continued strengthening of content depth of knowledge (DOK) in the core disciplines of ELA, STEM, Social Studies and Health, as well as increasing confidence in discipline specific pedagogies, integration, and facilitating powerful expeditionary experiences. Expeditionary education brings a holistic learning approach to the student experience in-class and in the field, encouraging and guiding a hands-on investigative inquiry approach to each expedition, as well as building essential 21st Century competencies within each student. Each of these areas must be fully developed in each educator to maximize the effectiveness and impact of the expeditionary model for students at Hayden Canyon.

School leaders and teachers in expeditionary schools ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including the Idaho Core and Next Gen Science Standards. School leaders facilitate a collaborative process for curriculum mapping that includes a comprehensive review of current practices, careful sequencing and prioritization of content, vertical alignment across grade levels, and opportunities for interdisciplinary connections. Leaders support the creation of assessment plans for all curriculum units that identify formative and summative assessments associated with standards-based learning targets. School leaders carefully monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers.

Teachers and school leaders in expeditionary schools collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Data inquiry teams analyze and disaggregate various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators). Hayden Canyon Charter will invest in the capacity of every teacher to access, understand, and use data effectively.

Expeditionary school leaders encourage school staff, families, and community members to assume leadership roles in their areas of expertise. Supported by a leadership team, they maintain focus on teaching and learning even as they manage other responsibilities. All stakeholders engage in data-based conversations linked to school improvement, and the school uses a clear process for making, communicating, and implementing decisions.

EL professional learning strives to efficiently and effectively utilize the professional learning community to create immersive experiences for teachers to address all of these realms of expeditionary education. The practices, protocols, content areas and pedagogies are explored through learner-driven investigation, facilitated by leadership, and designed to simulate the experiences of the students. A 4-day school week and Friday Professional Learning and Collaboration days allow for the time needed to work toward mastery of the EL protocols, as well as best practice in the classroom, lab, research and field contexts. Upon board approval of the 4 day school week, the following plan will be further refined and actualized. Should the board decide on a 5 day school week, days will be set aside for teacher professional learning, in tandem with job embedded development opportunities and immersive summer summits. In years one through three, in order to achieve proficiency in EL Practices and Protocols, core discipline content and pedagogy, the following will be actualized:

- Leadership will attend one or more EL Professional Development opportunities for leaders between June 2016 and May 2017.
- Teachers hired in spring of 2017 will attend a 4 day immersive summit covering the essentials of the Core Practices and determining the areas of focus for an August week-long professional learning opportunity, based on the HCC's Schoology.com modules.

- Applying a blended learning model, Schoology.com is the platform utilized by Idaho State Department of
 Education and scores of other educators as an online resource for learning through interactive modules. Hayden
 Canyon Charter's leadership has created a course addressing each of the EL Core Practices, encompassing EL
 protocols, and grade level content as well as best practices for each discipline.
 - Each of the Core Practices is explored within a module containing video, supporting documents, online resources, questions for reflection and discussion during collaborative times, and assignments congruent with expectations for fulfilling the Idaho Master Teacher requirements
 - Content for Core Disciplines including ELA, STEM, Social Studies and Health are contained in the Instruction Core Practice module and will be unpacked throughout the year as content is also integrated into thematic arcs and expeditions
 - o Pedagogical strategies in constructivist learning for each discipline are outlined, and opportunities to practice among peers are designed into each PL day.
- Module pacing is determined by leaders and staff
- Each 6 hour Professional Learning day will encompass four learning focuses, interwoven throughout the day with intentionality and specificity of practices and protocols targeted. These learning focus will be chosen from:
 - o Field work/Hands-on investigative inquiry with professional experts
 - o EL Core Practices
 - o Discipline specific DOK support
 - o Pedagogical strategies support
 - o Analysis of student work to establish norms of excellence
 - o Data analysis for formative and summative evaluation of student growth and outcomes
- Job embedded professional learning will occur on a weekly basis with staff collaboration times, team teaching, and the Instructional Leader (Mentor Specialist) working along-side teachers in the classroom, modeling, team teaching, videoing, providing specific feedback and mentorship.
- Teachers may choose to increase their job-embedded practice during after-school enrichment opportunities provided to students by the staff of HCC and/or the YMCA staff, where they can hone their skills in guiding hands-on investigative inquiry with fewer students, capitalizing on the informal learning environment.

Evaluation:

Evaluation of Teachers

The Education Director will be responsible for the evaluation of HCC staff. The Education Director and staff will be using the Charlotte Danielson Model for staff and peer evaluation. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. If a teacher is deemed to be underperforming, support will be given to him/her by a team composed of the Education Director, Instructional Leader, and a . In all cases, teacher performance shall be linked to continued employment at HCC.

Evaluation of Instructional Director

The Board shall delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.O2.O2.120.

The Board will annually evaluate the performance of the Instructional Director, using standards and objectives developed by the HCCSEL Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCSEL's mission and goal statements and guided by leadership rubrics such as *Marzano Research Laboratory: Marzano Principal Evaluation System*. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.

Sample Professional Learning Plan for Teacher

Please indicate with 'x' in box, if teacher is on a plan of improvement		Plan of Improvement		
Name:		Position/Title:	New	
Date Developed:		District:	New	
Date Revised:		School(s):	New	
Educator		Grade Level(s):	New	
Signature	X	Subject(s):	New	
Evaluator Signature	х			

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

	A Framework for Teaching	, Cha	rlotte Danielson, 2011
	Domain 1		Domain 2
	Planning and Preparation		The Classroom Environment
a.	Demonstrating Knowledge of Content and Pedagogy	a.	Creating an Environment of Respect and Rapport
	Knowledge of Content and the Structure of the Discipline		Teacher Interactions with Students Including Both Words and Actions
	Knowledge of the Prerequisite Relationships		Student Interactions with Other Students, Including Both Words and
	Knowledge of Content-Related Pedagogy		Actions
b.	Demonstrating Knowledge of Students	b.	Establishing a Culture for Learning
	Knowledge of Child and Adolescent Development		Importance of the Content and of Learning
	Knowledge of the Learning Process		Expectations for Learning and Achievement
	Knowledge of Students' Skills, Knowledge, and Language Proficiency		Student Pride in Work
	Knowledge of Students' Interests and Cultural Heritage	c.	Managing Classroom Procedures
	Knowledge of Students' Special Needs		Management of Instructional Groups
c.	Selecting Instructional Outcomes		Management of Transitions
	Value, Sequence and Alignment		Management of materials and Supplies
	Clarity		Performance of Non-Instructional Duties
	Balance	d.	Managing Student Behavior
	Suitability for Diverse Students		Expectations
d.	Demonstrating Knowledge of Resources		Monitoring of Student Behavior
	Resources for Classroom Use		Response to Student Misbehavior
	Resources to Extend Content Knowledge and Pedagogy	e.	Organizing Physical Space
	Resources for Students		Safety and Accessibility
e.	Designing Coherent Instruction		Arrangement of Furniture and Use of Physical Resources
	Learning Activities		The second of th
	Instructional Materials and Resources		
	Instructional Groups		
	Lesson and Unit Structure		
f.	Designing Student Assessments		
	Congruence with Instructional Outcomes		
	Criteria and Standards		
	Design of Formative Assessments		
	Use for Planning		
	-		
	Domain 4 Professional Responsibilities		Domain 3 Instruction
a.	Reflecting on Teaching	a.	Communicating with Students
٠.	Accuracy	"	Expectations for Learning
	Use in Future Teaching		Directions for Activities
b.	Maintaining Accurate Records		Explanations of Content
	Student completion of Assessments		Use of Oral and Written Language
	Student Progress in Learning	b.	Using Questioning and Discussion Techniques
	Non-instructional Records		Quality of Questions/Prompts
c.	Communicating with Families		Discussion Techniques
	Information about the Instructional Program	c.	Student Participation Engaging Students in Learning
	Information about Individual Students Engagement of Families in the Instructional Program	C.	Activities and Assignments
d.	Participating in a Professional Community		Grouping of Students
٠.	Relationships with Colleagues		Instructional Materials and Resources
	Involvement in a Culture of Professional Inquiry		Structure and Pacing
	Service to the School	d.	Using Assessment in Instruction
	Participation in School and District Projects		Monitoring of Student Learning
e.	Growing and Developing Professionally		Feedback to Students
	Enhancement of Content Knowledge and Pedagogical Skills		Student Self-Assessment and Monitoring of Progress
_	Service to the Profession	e.	Lesson Adjustment
f.	Showing Professionalism		Response to Students Persistence
	Integrity and Ethical Conduct Service to Students		reisisteriot
	Advocacy		
	Decision Making		
	Compliance with School and District Regulations		
		1	

Professional Learning Goals

Record three Professional Learning Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status Achieved
		☐ In Process ☐ Not Achieved
Example:	Example:	
Teacher Professional Practice 3d: Using Assessment in	In an effort to ensure all of my students make adequate yearly growth, I will	In Process
Instruction, Monitoring of Student Learning	create simple formative assessment strategies to include in my daily math	
	lessons, especially those that are strongly connected to common core state standards.	
	Standards	

Professional Learning Goal #1	:				
Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Set benchmarks to che you will use to ensure y	: eck your progress throug your progress is adequat		m 3). Also include data	Evidence of Achievement: How do you know that your goal has been met?
Action Step 1:	By: Data:	By: Data:	By: Data:	By: Data:	
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	Set benchmarks to che	: eck your progress throug your progress is adequat		m 3). Also include data	Evidence of Achievement: How do you know that your goal has been met?
Action Step 1:	By: Data:	By: Data:	By: Data:	By: Data:	
Action Step 2:	By:	By:	Ву:	By:	
	Data:	Data:	Data:	Data:	

Professional Learning Goal #3	:				
Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Set benchmarks to che		ghout the year (minimu e at each benchmark.	m 3). Also include data	Evidence of Achievement: How do you know that your goal has been met?
Action Step 1:	By: Data:	By: Data:	By: Data:	By: Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

Sample Teacher Evaluation and Development Process Calendar

This document represents a recommended timeline for capturing teacher performance data and collecting data measuring student achievement.

Timeline	Activity	Supervisor Steps	Teacher Steps	
Prior to the Start of School	Beginning of the Year Conference	 Preconference-may be done at the end of the previous school year or before the new school year begins Review previous student growth measures Be prepared to discuss student growth measures for upcoming year Review Evaluation Calendar and evaluation documents with teacher Schedule Beginning-of-Year Conference with teacher Teachers new to district/charter: determine growth goals for measuring student achievement as measured by ISAT. Be prepared to discuss parental/guardian input, student achievement included within teacher's evaluation Review teacher's previous year's student achievement data Determine if other items will be used when measuring effectiveness Beginning-of-Year Conference with teacher Classroom walk through 	 Teacher fills out self-assessment prior to meeting with supervisor (sample form available) Teacher sets professional growth goals and creates a professional growth plan, prior to meeting with supervisor (sample form available) Teacher sends their Professional Growth Plan to their evaluator before the Beginning of the Year Conference, so that he/she has time to review it, prior to meeting with supervisor During the Beginning-of-Year Conference, the teacher and evaluator will review the Professional Growth Goals in the Professional Growth Plan, along with prior performance evaluations, as well as other items that will be used in measuring effectiveness Determine student growth measures based upon teaching assignment; e.g., ISAT Student Growth Model, ISAT benchmarks, 'x' number of students moving to proficient and advanced, goal that all students will meet 'x' number of point, etc. and be prepared to discuss this with supervisor. Supervisor must approve measures selected. Teachers new to district/charter: determine growth goals for measuring student achievement as measured by ISAT and other measures 	
August-November	"All contract personne	back conversations based on multiple classroom visits, targeted development activities and other information personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a concept (2) formative observations and/or evaluative discussions." (Proposed Administrative Rule)		
November-December	 Mid-Year conference with Evaluator Review teacher Professional Growth Plan Mid-Year Conference Provide feedback on Professional Growth Plan 		 Discuss Professional Growth Plan Receive feedback on performance Professional Growth Plan may be adjusted during this conference if the goals are not ambitious 	

December-February	 Within five to seven (5-7) days of observation, the teacher should receive written feedback. (sample form available) Enough, unrealistically ambitious, or not yielding the desired outcomes Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently Ongoing feedback conversations based on multiple classroom visits, targeted development activities and other information 'All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions." (Proposed Administrative Rule)
February-June	 End of year End-of-Year Conference Discuss Professional Growth Plan Provide feedback on performance for entire year Final evaluation rating assigned Be prepared to discuss parental/guardian input, student achievement included within the teacher's evaluation The evaluator will assign a final effectiveness rating for the year. The four effectiveness ratings are: (1)Unsatisfactory, (2)Basic, (3)Proficient, (4)Distinguished Within five to seven (5-7)days of observation, the teacher should receive written feedback Provide teachers an opportunity to respond to feedback
Teachers rated Unsatisfactory or Basic Sample Forms Available	Proceed with district procedures in place for at risk educators; i.e., professional development, improvement plans, improvement ceams, etc. If personnel actions are to take place as a "result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel." (Proposed Administrative Rule) • Teacher Self-Assessment Form • Professional Growth Plan • Danielson Framework for Teacher



Assessing Character and Student Agency in EL Schools

What EL Schools Assess

Our schools assess student growth in both character and academic content and skills. They instill character through academic learning in a seamless model, and assess them separately. Both domains are given highest priority; both are shared with families; and both serve as the basis for credit, promotion, and graduation. Both are vital in ensuring that students from all backgrounds persevere and succeed in college, careers and life.

The particular character strengths that are assessed at any one school are a subset of the school's broader character values. This subset is known as the school's Habits of Scholarship. Habits of Scholarship focus on the performance character, or agency, of students (e.g., academic mindsets, learning strategies), which will enable them to succeed in elementary and secondary school, college, and career.

Because the EL model is adopted by new and existing schools in a wide range of settings, we encourage ownership and some customization of the model by individual schools. Therefore, the individual Habits of Scholarship and names differ slightly among schools—what one school labels "perseverance" may be labeled "work ethic" in another. The focus and the assessment model, however, are constant.



Assessment Based on Clear, Student-Owned Learning Targets

In EL schools, teachers create *Learning Targets* (goals written in student-friendly language) that are the basis for all assessment. Learning targets begin with the stem "I can..." and students understand and own them. Learning targets for academic content and skills are created from school, state, and Common Core standards. Learning targets for character growth are based on the school's Habits of Scholarship.

Learning targets are the basis for all assessment. They set the goals for each course and are the basis for credit earned. They begin and end each lesson and are tracked by students and teachers throughout lessons, assignments, and projects. Students take responsibility for showing evidence of reaching academic and character learning targets on a daily basis, and in student-led conferences and passage presentations.

EL uses a mastery-based (or proficiency-based) grading and reporting system. This means that students must show mastery of content and skills—evidence of meeting learning targets—to get credit for their learning. Grades are not based on averages, but on current level of achievement as determined by trends and recent performance

Separating Academic Skills and Content from Character in Assessment

We separate academic skill and content learning targets from character learning targets. This provides clarity for students and families about what is going well and what may require attention. In traditional grading systems, these things are averaged and blended, creating a confused picture. For example, in a traditional grading model, a "C" in Algebra could reflect either a student who invests effort and care in classwork and homework but doesn't understand the math well, or conversely, a student who has weak study habits, homework completion and class behavior, but understands the math. Our model distinguishes them so that no student can "get by" if either is lacking, and every student works to succeed in both.

Habits of Scholarship Assessed in a Representative EL K-8 School

1. Respon	sibility
	n to advocate for myself. I can maintain focus in class. I can complete quality work on time.
2-3	I can complete quality class work and homework on time.
	2. I can maintain my focus in class.
4-5	I can explain how I use targets to support myself as a learner.
. 5	2. I can complete quality first draft work.
6-8	I can demonstrate consistent use of strategies to fully engage in my learning.
	erance and Revision
	rong work ethic and spirit. I can use critical feedback to improve my thinking and my work.
2-3	When I compare my work to a rubric or criteria list, I can make changes to improve its quality.
	2. I can use feedback from teachers and/or peers to improve the quality of my work.
4-5	I can independently use a rubric or criteria list to accurately assess my work.
. 3	I can describe how I improved my work based on the feedback I received.
6-8	I can demonstrate a consistent use of revision strategies.
0 0	I can create a final product that meets my purpose with my audience in mind.
2 Inquiry	<u> </u>
' '	and Use of Evidence
	he practices, tools and skills of an academic discipline to investigate, evaluate, form and test theories. I use those skills to I specific situations and make sense of big ideas in that discipline. My agruments are evidence-based.
2-3	2-3 is responsible for introducing the inquiry process to kids. Students will be able to name the process that learners go through when studying a topic deeply:
	1. Develop questions
	2. Find resources
	3. Develop conclusions based on evidence
	4. Report conclusions citing evidence
4-5	I can generate purposeful questions to guide my inquiry.
	2. I can analyze the information from the research process to develop a concluding thought.
6-8	1. I can apply the inquiry process to investigate a topic of study.
	2. I can form a clear conclusion based on the results of my inquiry process.
4. Perspe	tive-Taking
•	der multiple perspectives and their implications in terms of justice, freedom, and human rights.
4-5	I can describe an event or issue from at least two different perspectives.
1 3	 I can describe how multiple perspectives influenced my opinion about an event or issue.
(0	
6-8	1. I can make use of diverse opinions to help me understand an event or issue.
	2. I can challenge my thinking about an event or issue by investigating multiple perspectives.
b. Collabo	ration and Leadership
I can enga	ge positively with others to learn things and create work that is larger and deeper than I could create on my own.
4-8	1. I can contribute to a common goal through my actions and thinking.
	2. I can implement leadership strategies and evaluate their effectiveness.
6. Service	and Stewardship
	I can do things to care for my environment and my community. I can make connections between my actions and the
	clobal community.
4-8	1. I can make choices and complete work that has a positive impact on the environment and community.



Quality Work Protocol Facilitation Guide

Overview

EL Education is distinguished in the educational landscape by an explicit focus on high-quality student work as an essential part of student achievement. One reason that others avoid this topic is that it is messy. Quality cannot be easily defined and quantified. EL believes, however, that when schools regularly engage in the difficult process of working together to define, recognize, and analyze quality work (and even quantify when possible), the results are positive and powerful. When a student is done with schooling, she is judged for the rest of her life not primarily by her ability to perform on tests, but by the quality of person she is and the quality of work she does. Developing an ethic of quality in students is vital.

EL Education has worked closely with Harvard's Steve Seidel, who is an international expert in the field of quality in general and quality student work in particular. After over a decade of work as a part of Harvard's Qualities of Quality Project, Steve shares with us two key points:

- 1. Quality is best viewed not as an end-state, but as a discussion. A stellar symphony orchestra or sports team can only keep quality high by constantly analyzing and critiquing discussing quality during rehearsals and practices and after performances. If the analysis and discussion stops, quality will deteriorate. EL Education schools engage in this discussion about quality through a variety of routines and structures by looking at student work together, planning curriculum that addresses issues of quality, engaging in regular critique with students, etc.
- 2. It is not possible to create an effective single rubric for "high-quality work". Rubrics are useful when they name concrete, specific features that students and teachers can recognize in work. A useful rubric for a first grade Haiku will look very different from a rubric for a high school physics lab report. Across grade levels, disciplines and formats (e.g., geometry proof; book review), specifics differ and matter. We can, however, generalize attributes of quality students can aspire toward in any piece of work, which can be used to calibrate a general sense of quality and recognize patterns and trends in student work, and for that reason we use EL Education's *Attributes of High-Quality Work* as an anchor document in this protocol.

Purposes

- Engage in discussion to develop a shared vision of quality work characterized by complexity, craftsmanship and authenticity.
- Identify patterns related to quality across student work to inform goal setting and action steps Like an instructional learning walk, this protocol provides participants with the opportunity to view many examples quickly and search for patterns of strength and areas for growth based on common criteria.
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FEducation

Preparation

- Schedule one or two dates for the Student Work Protocol and set aside 3 hours on each date.
- Determine if you will be using products that are the result of long-term projects (typically 2-6 weeks) or shorter task work (work created in less than 2 weeks) for each protocol. We recommend dealing with these different types of work in separate protocols. Additionally, we believe that most schools will be best served by initially focusing their Quality Work Protocols on long-term projects.
- Identify a team of approximately 6-10 participants including your EL Education school designer, school leaders, and teachers with diverse perspectives, positions and levels of experience.
- Determine who will facilitate the protocol (e.g. school leader, school designer, instructional coach).
- Share protocol dates and *Attributes of High-Quality Student Work* with teachers and let teachers know in advance what they will need to provide (see below).

At least 24 hours prior to the protocol, ask teachers to submit the following:

- Copies or photographs of the same product/task from three students. If the product/task does not copy
 well, please also submit the original work. Each of the three products/tasks should be "accomplished"/
 meet the standards based on the scoring tool.
- The assignment or task description that was provided to students
- The scoring tool (rubric, criteria list)

Materials

- For each participant print the following:
 - Quality Work Protocol for Participants
 - Attributes of High-Quality Student Work
 - Quality Work Protocol Note Catcher (copy back-to-back so participants have plenty of room. Also, make extras, as some participants may want a clean copy in the 3rd step: Discussion)
 - Optional: Dimensions of Achievement in EL Education Schools
- Way of capturing notes publically (chart paper/ white board and markers, computer/ projector, etc.)
- Space that will accommodate laying out all student work



Facilitating the Quality Work Protocol (Total time = 2-2 ½ hours plus a break)

Framing (25 minutes)

- Optional: Anchor participants in the "Dimensions of Achievement" one-pager to clarify where the focus on high-quality work comes from.
- Read and discuss the overview and purpose for the protocol (10 minutes)
- Review "Attributes of High Quality Work" (10 minutes)
 - Read the document silently, highlight key words/phrases, then discuss what stands out to you and why
 with a partner.
- Preview the steps of the protocol itself. (5 minutes)
 - Set a positive, safe, and respectful tone by reviewing norms; use the staff's existing professional norms, or use these suggested norms:
 - Observe the work non-judgmentally; be descriptive, not evaluative of the student or teacher
 - Contribute to a building a collective understanding of quality
 - Maintain a growth mindset
 - Solicit volunteers to be the timekeeper and process checker.

Gallery Walk of Student Work (20-30 minutes)

- Have student work only (not tasks or scoring tools) distributed on tables around the room, labeled with grade level.
- Distribute and review the *Quality Work Protocol Note Catcher* (part 1).
- Model what you might write on the note catcher in a very brief (1 minute) think-aloud
- Provide time for participants to circulate around the room and capture notes silently and independently, looking at as many sets of student work as possible. Participants should spend no more than 2-3 minutes with an individual piece of work.
- Give participants an alert 3 minutes before the end of this step to focus on capturing patterns across the work.

Discussion: Attributes of Quality in Student Work (20 minutes)

- With a partner or triad, discuss observed patterns related to each attribute: complexity, craftsmanship, and authenticity. (Offer clean copies of note catchers as needed.)
- As a whole group, share observations and create a scribed list of patterns related to each attribute.
 - Which attributes of quality (and specific descriptors) are currently strengths at our school?
 - Which attributes of quality (and specific descriptors) could we focus on improving at our school?
 - What are some strengths we have related to tasks and scoring tools that support student in creating high-quality work?

Break (10 minutes)

- During the break, distribute the tasks and scoring tools that go with each set of student work.

Gallery Walk of Product/Task Descriptors and Scoring Tools (20 minutes)

- Review Quality Work Protocol Note Catcher, part 2
- As before, participants circulate around the room with their note catchers (Part 2), now focusing on how the tasks and scoring tools associated with the student work support students in achieving quality.
- Give participants an alert 3 minutes before the end of this step to focus on capturing patterns related to tasks and scoring tools.



Discussion: Tasks and Scoring Tools that Invite and Support Quality (15-20 minutes)

- With a partner or triad, discuss your inferences regarding how the tasks and scoring tools invited and supported students to create high-quality work.
- As a whole group, create a scribed list of how the tasks and scoring tools supported students in creating high-quality work.
 - What could we do to improve our tasks and scoring tools?
 - What connections do we see between the quality of student work and the tasks and scoring tools teachers are creating? What do these connections suggest in term of goals?

Discussion: Goal Setting and Action Steps (20 minutes)

• Determine **one** or **two** possible next steps, named as school-wide SMART goals, based on the discussion. If necessary, note that the school leader will make the final determination about next steps (including the exact goal and how the goal will be supported), communicating with the staff within the next few days.

Process Debrief (10 minutes)

- The process checker leads a conversation focused on the group's use of the protocol and the agreed-upon norms.
- The process checker shares her observations.

After the Protocol:

The school leader and school designer (perhaps in conjunction with the instructional guide or leadership team)...

- Complete the Quality Work Protocol Summary Sheet
- Select THREE pieces of student work (and the related task/scoring tool) that represent the current status quo at the school.
- File the summary sheet and the three pieces of student work with your credentialing documentation.
- Work that met all three attributes of quality should be considered for EL Education's Center for Student Work. Identify any work that meets this criteria, record on the *Quality Work Protocol Summary Sheet* and support submission. (Search for "Submission Form")



Quality Work Protocol for Participants

Overview

EL Education is distinguished in the educational landscape by an explicit focus on high- quality student work as an essential part of student achievement. One reason that others avoid this topic is that it is messy. Quality cannot be easily defined and quantified. EL Education believes, however, that when schools regularly engage in the difficult process of working together to define, recognize, and analyze quality work (and even quantify when possible), the results are positive and powerful. When a student is done with schooling, she is judged for the rest of her life not primarily by her ability to perform on tests, but by the quality of person she is and the quality of work she does. Developing an ethic of quality in students is vital.

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Quality Work Protocol Overview

Roles

Timekeeper and Process Checker

Protocol

Gallery Walk of Student Work (20-30 minutes)

Identify patterns across work related to the Attributes of Quality in Student Work (Note Catcher, part 1)

Discussion: Attributes of Quality in Student Work (20 minutes)

Break (10 minutes)

Gallery Walk of Product/Task Descriptors and Scoring Tools (20 minutes)

Identify patterns about how tasks and scoring tools invite an support quality (Note Catcher, part 2)

Discussion: Tasks and Scoring Tools that Invite and Support Quality (15-20 minutes)

Discussion: Goal Setting and Action Steps (20 minutes)

Process Debrief (10 minutes)



Attributes of High-Quality Student Work

The descriptions below are intended to provide educators with common vision and terminology as they engage in using student work to improve teaching and learning, be it shorter task work or products that are the result of long-term projects. These attributes are not intended to constrain a conversation about quality, and not all descriptors must be present for a piece of work to be high quality. They are intended to provoke deeper conversation and act as a starting point for formulating a shared understanding of quality. These descriptions align with EL Core Practices 5 (Designing Projects and Products) and 7 (Producing High-Quality Student Work).

Complexity

- Complex work is rigorous: it aligns with or exceeds the expectations defined by grade-level standards and includes **higher-order thinking** by challenging students to apply, analyze, evaluate, and create during daily instruction and throughout longer projects.
- Complex work often **connects to the big concepts** that undergird disciplines or unite disciplines.
- Complex work prioritizes **transfer of understanding** to new contexts.
- Complex work prioritizes consideration of multiple perspectives.
- Complex work may incorporate students' **application of higher order literacy skills** through the use of complex text and evidence-based writing and speaking.

Craftsmanship

- Well-crafted work is done with care and precision. Craftsmanship requires attention to accuracy, detail, and beauty.
- In every discipline and domain, well-crafted work should be **beautiful work in conception and execution**. In short tasks or early drafts of work, craftsmanship may be present primarily in thoughtful ideas, but not in polished presentation; for long-term projects, craftsmanship requires perseverance to refine work in conception, conventions, and presentation, typically through multiple drafts or rehearsals with critique from others.

Authenticity

- Authentic work **demonstrates the original, creative thinking of students**—authentic personal voice and ideas—rather than simply showing that students can follow directions or fill in the blanks.
- Authentic work often **uses formats and standards from the professional world**, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).
- Authentic work often connects academic standards with real-world issues, controversies, and local people and places.
- Authenticity gives purpose to work; the work matters to students and ideally contributes
 to a larger community as well. When possible, it is created for and shared with an audience
 beyond the classroom.



Quality Work Protocol Note Catcher

Part I: Attributes of Quality in Student Work

As you review the work we have collected today, think about the "Attributes of High-Quality Student Work" and make notes below about student work samples that reflect the criteria. It is fine to list the same piece of work in more than one column. Please also include a brief note that explains your rationale for including the piece within a specific column.

Work that displays Evidence of Authenticity

What patterns did you notice across the student work samples? What questions do you have about these patterns?

Which column has the most examples of work? Which column has the least? What does that make you wonder?



Part II: Tasks and Scoring Tools that Invite and Support Quality

Record inferences about how features of the tasks and scoring tools invite and support students in creating high-quality work.

Task or Scoring Tool (grade, title)	Features that Invite/Support Craftsmanship	Features that Invite/Support Authenticity

What patterns did you notice across tasks? What patterns did you notice across scoring tools? What questions do you have about these patterns?



Quality Work Protocol Summary Sheet

School Name	
Date of Protocol	
Participants (Name and Role)	1. 2. 3. 4.
	5.6.7.8.9.
Based on today's protocol, what conclusions did yo student work?	10. ou draw about the level of quality displayed in the
Based on today's protocol, what conclusions did yo teachers are designing?	ou draw about the tasks and scoring tools that



Based on these conclusions, what goals and action steps did you determine?			
Goal	Action Steps/Dates		
	ive of school-wide quality, will you be archiving from this protocol?		
1.			
2.			
3.			
Which student work if any will y	you be submitting to EL's Center for Student Work?		
1.	you be submitting to ELS Center for Student work:		
2.			
3.			

F Education

Dimensions of Student Achievement

Dimension of Achievement	Students	Teachers and Leaders	
Mastery of Knowledge and Skills	• Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline	• Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards	
	 Apply their learning: transfer knowledge and skills to novel, meaningful tasks 	• Use assessment practices that position students as leaders of their own learning	
	• Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives	 Use meaningful data for both teachers and students to track progress toward learning goals 	
	• Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines	• Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems	
Character	• Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative,	Elevate student voice and leadership in classrooms and across the school	
	responsibility, perseverance, collaboration)	• Make habits of scholarship visible across the school and in	
	• Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)	daily instruction	
	• Contribute to a better world: put their learning to use to	Model a school-wide culture of respect and compassion	
	improve communities (e.g., citizenship, service)	 Prioritize social and emotional learning, along with academic learning, across the school 	
High-Quality Student Work	Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding	Design tasks that ask students to apply, analyze, evaluate and create as part of their work	
	• Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution	 Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality 	
	 Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school 	• Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning	

Rubric for Discipline-Based and Inter-Disciplinary Inquiry Studies

	Beginning	Developing	Emerging	Aspiring
AUTHENTICITY	The scope of the study is determined by the mandated curriculum.	The scope of the study, while determined primarily by the mandated curriculum, takes into consideration students' interests and concerns.	The scope of the study emanates from a question, problem, issue or exploration that is significant to the discipline(s), builds connections beyond the school, is mapped to the mandated curriculum and takes into consideration students' interests and concerns.	The scope of the study emanates from a question, problem, issue or exploration that is significant to the discipline(s) and the community locally, provincially, nationally or globally; is meaningful and relevant to students; and is mapped to the mandated curriculum.
	The assignments, activities, and tasks within the study contain few roles that reflect a single perspective.	The assignments, activities, and tasks within the study contain some separate roles that reflect a limited range of perspectives.	The assignments, activities, and tasks within the study require a complex array of roles and diverse perspectives.	The assignments, activities, and tasks within the study require students to engage with diverse ideas creating a dynamic environment in which contrasts, competition, and complementarity of ideas is evident, creating a rich environment for ideas to evolve into new and more refined forms.



	Beginning	Developing	Emerging	Aspiring
ACADEMIC RIGOR	The assignments, activities, and tasks within the study provides only for the acquisition of factual or known information.	The assignments, activities, and tasks within the study facilitate the acquisition and application of a broader understanding.	The assignments, activities, and tasks within the study requires students to reflect the ways of knowing that are central to the discipline(s) that underpin the problem, issue or question.	The assignments, activities, and tasks within the study requires students to engage in ways of knowing that are central to the discipline(s) that underpin the problem, issue or question and students find academically, intellectually, and personally challenging.
	The assignments, activities, and tasks within the study require students to memorize, and recall information and procedures.	The assignments, activities, and tasks within the study require students to become proficient with using information and procedures and find relationships between and among concepts,	The assignments, activities, and tasks within the study require students to find and understand relationships between and among concepts and transfer their understanding to unfamiliar contexts	The assignments, activities, and tasks within the study require students to develop and apply habits of mind that encourage them to ask questions of: • evidence (how do we know what we know?) • viewpoint (who is speaking?) • pattern and connection (what causes what?) • supposition (how might things have been different?) • why it matters (who cares?)



	Beginning	Developing	Emerging	Aspiring
ASSESSMENT SPONSORS DEEP LEARNING AND IMPROVED INSTRUCTION	Assessment is used to grade student work.	Assessment is used to grade student work and to a limited extent to guide teachers' instructional planning.	Assessment is dynamic woven into the design of the study from the onset providing timely, descriptive feedback and utilizing a range of strategies including peer and self-evaluation to move learning forward.	Assessment is dynamic and embedded, guiding students' learning and teachers' instruction through which students have multiple opportunities to improve their work based on specific feedback, as well as contribute to the learning of their peers.
	Students have a vague sense of the desired goal and limited or no knowledge of how to improve.	Students understand the desired goal; have no evidence about their present position in relation to that goal, and no guidance on the way to close the gap between the two.	Students understand the desired goal; have some evidence about their present position in relation to that goal, and limited guidance on the way to close the gap between the two.	Students understand the desired goal; have evidence about their present position in relation to that goal, and guidance on the way to close the gap between the two becoming owners of their own learning.
	The assignments, activities and tasks provide no opportunities for students to reflect on their learning.	The assignments, activities and tasks provide limited opportunities for students to reflect on their learning.	The assignments, activities and tasks provide opportunities for students to reflect on their learning.	The assignments, activities and tasks provide multiple opportunities for students to reflect on their learning.



	Beginning	Developing	Emerging	Aspiring
ADDS VALUE BEYOND THE SCHOOL	The assignments, activities, and tasks students are asked to undertake within the study would not likely be tackled outside a school setting.	The assignments, activities, and tasks students are asked to undertake somewhat connect to the work of adults outside the school.	The assignments, activities, and tasks students are asked to undertake address a question, exploration, issue or problem, relevant to curriculum outcomes, and are grounded in the life and work beyond the school. Adults outside of the school context are intrigued by the study.	The assignments, activities, and tasks students are asked to undertake are recognizable to those working within the discipline(s), i.e., someone working within the discipline(s) or profession might actually tackle a similar question, problem or exploration and it addresses curriculum.
	Assignments, activities, and tasks require students to connect within the classroom community.	Assignments, activities, and tasks require students to connect with their community (locally, provincially, nationally and/or globally).	Assignments, activities, and tasks require students to engage with their community (locally, provincially, nationally and/or globally).	Assignments, activities, and tasks require students to contribute knowledge, products or services to their community (locally, provincially, nationally, and/or globally).



	Beginning	Developing	Emerging	Aspiring
STUDENTS LEARN WITH DIGITAL TECHNOLOGIES	Digital technologies are used in perfunctory ways contributing little value to student learning.	Digital technologies are used in effective ways contributing to students' enjoyment of learning.	Digital technologies are used in ways that are appropriate to their use in the discipline(s), the world beyond the school, and add value to student learning.	Digital technologies are used in ways that mirror their use in the discipline(s), the world beyond the school, and extend, expand, and deepen student learning.

	Beginning	Developing	Emerging	Aspiring
STUDENTS ENGAGE IN ACTIVE EXPLORATION	Assignments, activities, and tasks require students to receive information about a topic.	Assignments, activities, and tasks require students to gather information about a topic to demonstrate motivation.	Assignments, activities, and tasks require students to gather information about a topic and apply their knowledge in variety situations thereby demonstrating motivation and responsibility.	Assignments, activities, and tasks require students to develop knowledge through the ways of working that are central to the discipline (i.e. field work, labs, interviews, studio work, construction, working with complex problems, etc.) to negotiate a fit between personal ideas and the ideas of others.



	Beginning	Developing	Emerging	Aspiring
CONNECTING WITH EXPERTISE	Students hear or read about relevant information from the teacher, or resources provided by the teacher.	Students engage with speakers or interviews with experts from outside the classroom.	Students observe and interact with adults with relevant expertise and experience in a variety of situations.	Students engage with experts and professionals beyond the classroom to deepen their understanding and improve their performance and product.
	The teacher designs the task in isolation (without input from external expertise).	The teacher designs the task in consultation with expertise, either directly or indirectly regarding the topic for study.	The teacher designs the task in collaboration with expertise, either directly or indirectly. The study requires adults to collaborate with one another and with students on the design and assessment of the study work.	The teacher designs opportunities for students to improve their work as a result of connecting with experts/expertise.



	Beginning	Developing	Emerging	Aspiring
ELABORATED FORMS OF COMMUNICATION	Students have little or no opportunity to discuss their work with others.	Students have opportunities to share their ideas with each other.	Students have opportunities to share ideas and to negotiate the flow of conversation within small and large group discussions.	Students have opportunities and are expected to engage in idea improvement; mirroring the work of disciplined thinkers in gathering and weighing evidence, and ensuring that explanations cohere with all available evidence.
	Assignments, activities, and tasks require students to communicate what they are learning to a teacher audience (e.g. handing it in as an assignment).	Assignments, activities, and tasks require students to communicate what they are learning with a classroom audience.	Assignments, activities, and tasks provide opportunities for students to communicate what they are learning with an audience beyond the classroom.	Assignments, activities, and tasks require students to communicate their learning with audiences appropriate to the discipline.
	Forms of communication meet school requirements but are disconnected from the discipline.	Forms of communication meet school requirements and somewhat resemble those used in the discipline.	Forms of communication meet school requirements and resemble those used in the discipline.	Forms of communication meet school requirements and effectively reflect those used in the discipline.



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Learning Targets Rubric

	Accomplished	Developing	Beginning
Standards- based and rigorous	They are derived from national or state standards and school or district documents such as curriculum maps and	They are derived from general academic tasks but not grade-specific standards, or they describe learning or tasks that do not	They are not derived from standards and do not clearly reference academic tasks.
8	adopted program materials. Targets fall across multiple categories in	meet proficiency standards. Targets fall across limited categories in a	Targets fall primarily in one or two columns/rows of a cognitive rigor matrix, or learning targets are not
	a cognitive rigor matrix.	cognitive rigor matrix.	rigorous enough.
Student- friendly	They are written in student-friendly language (accessible vocabulary and from a student perspective) and begin with the stem "I can".	They begin with the stem "I can" but may not use student-friendly language; i.e., they sound like "objectives."	They do not begin with "I can" and/or are simply reiterations of state objectives.
Measurable	They are measurable and use concrete, assessable verbs (e.g., identify, compare, analyze). The verb suggests the way in which the target will be assessed (e.g., "analyze" suggests a writing or problem-solving assessment, not a multiple choice quiz).	They are measurable but may contain two verbs or have too broad a scope in content (e.g., I can draw a raccoon and describe its habitat).	They are not measurable (e.g., I can understand, or I can commit).
Specific and contextualized	They are specific, often referring to the particular context of a lesson, project, or case study.	They articulate only long-term targets that can be generalized for any similar academic task (e.g., I can write a persuasive essay).	They are too broad for students to see progress (e.g., I can read) or too narrow for students to own their learning (e.g. I can put my name on my paper).
Learning- centered	The verb following the "I can" stem clearly identifies the intended learning, articulating what the students will learn rather than how they will demonstrate their learning.	They verb following the "I can" stem focuses on the academic tasks students will do rather than what students will learn (e.g., I can complete a graphic organizer).	The targets are focused only on compliance and completion (e.g., I can retake my test).

	Learning & Innovation					
		Crea	tivity and Inno	vation		
		Wo	rk Creatively with O	thers		
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
1.A.1	Use a wide range of idea creation techniques (brainstorming etc)	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation	
1.A.2	Creates new and worthwhile ideas using both incremental and radical concepts	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using existing knowledge and resources	Does not attempt to develop new and valuable ideas	
1.A.3	Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Attempts to reflect on own ideas	

	Learning & Innovation					
		Crea	tivity and Innov	vation		
		Wo	rk Creatively with O	thers		
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
1.B.1	Develop, implement and communicate new ideas to others effectively	Develops, implements and communicates new ideas to others effectively in a variety of conditions	Develops, implements and communicates new ideas to others effectively	Develops, implements and attempts to communicate new ideas to others	Develops new ideas, but does not effectively implement or communicate ideas with others	
1.B.2	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	Consistently and thoroughly listen to diverse views and incorporate in work	The ability to listen to diverse views and incorporate in work	Listens to diverse views but does not effectively incorporate in work	Does not listen to other views	
1.B.3	Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Consistently demonstrates creativity and is realistic about the limits of the situation in a variety of situations	Demonstrates creativity and is realistic about the limits of the situation	Demonstrates creativity but does not have a realistic understanding of the limits of the situation	Does not demonstrate creativity	
1.B.4	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Does not understand how failed attempts are part of the process that leads to success	

Learning & Innovation					
Creativity and Innovation					
Implement Innovations					
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	Continuously applies creative ideas to make a real and useful contribution to their work	Applies creative ideas to make a real and useful contribution to their work	Develops creative ideas, but does not make a contribution	Attempts to develop creative ideas	

Learning & Innovation							
	Critical Thinking and Problem Solving						
	Reason Effectively						
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard		
2.A.1	Use various types of reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions	Uses various types of reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Attempts to use reasoning as appropriate to the situation		

	Learning & Innovation						
	Critical Thinking and Problem Solving						
	Use Systems Thinking						
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard		
2.B.1	Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Recognizes and is able to manipulate parts of a system to come together to accomplish something	Recognizes how the parts of a system work together to accomplish something	Identifies parts of a system but cannot explain how they work together	Is only able to identify the parts as one, rather than each part individually		

	Learning & Innovation					
		Critical Thi	nking and Prol	olem Solving		
		Make	Judgments and Dec	cisions		
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
2.C.1	Effectively analyze and evaluate evidence, arguments, claims and beliefs	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs	Is effective in analyzing and evaluating evidence, arguments, claims and beliefs	Is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs	
2.C.2	Effectively analyze and evaluate major alternative points of view	Embraces learning about material from different points of view and is non-judgmental in analyzing the material	When analyzing and evaluating material is non-judgmental	Believes they are able to analyze and evaluate material from a different point of view without being judgmental, but is not successful	Does not respect the view point of others while analyzing and evaluating material from a different point of view	
2.C.3	Effectively synthesizes and makes connections between information and arguments	Is able to apply the connections between information and arguments in order to support a perspective	Is able to understand and make the connections between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Does not attempt to understand the connection between information and arguments	
2.C.4	Effectively interpret information and draw conclusions based on the best analysis	Is able to look at complex information and successfully draw conclusions and apply to situation	Is able to look at information and successfully draw conclusions	Looks at information and sometimes is able to draw conclusions	Looks at information, and rarely is able to draw a conclusion	
2.C.5	Reflect critically on learning experiences and processes	Thoroughly reflects critically on learning experiences and processes and applies to future work	Reflects critically on learning experiences and processes	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes	

	Learning & Innovation						
		Critical Thi	inking and Prol	blem Solving			
			Solve Problems				
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard		
2.D.1	Effectively solve different kinds of non- familiar problems in both conventional and innovative ways	Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing	Effectively utilizes multiple techniques to engage in problem solving	Effectively problem solves but does not utilize multiple techniques	Is not successful in utilizing problem solving techniques		
2.D.2	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Asks questions with the purpose of reaching a better solution, but fails to consider other points of view	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution		

	Learning & Innovation						
	Communication and Collaboration						
			Communicate Clearl	ly			
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard		
3.A.1	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.	Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.	Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication	Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication		
3.A.2	Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message	Effectively reflected on the meaning, values, attitudes and intentions of the message	Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message	Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning		
3.A.3	Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	Effectively uses communication to inform, instruct, motivate and persuade on multiple occasions using both verbal and nonverbal communication	Uses communication to inform, instruct, motivate and persuade	Communicates only to inform or instruct	Communicates only to inform and does not demonstrate communicating for other purposes		
3.A.4	Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	Worked creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies and reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies but did not effectively reflect on the effectiveness and impact of the product	Attempted but did not complete crafting a product using multiple media and technologies and did not effectively reflect on the effectiveness and impact of the product		
3.A.5	Communicate effectively in diverse environments (including multi- lingual)	Communicates effectively with others in diverse environments using both verbal and nonverbal communication	Communicates effectively with others in diverse environments	Communicates with others in a diverse environment, but fails to communicate effectively with others	Fails to communicate with others in a diverse environment		

	Learning & Innovation					
		Commun	ication and Col	laboration		
		C	Collaborate with Oth	ers		
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
3.B.1	Demonstrate ability to work effectively and respectfully with diverse teams	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others	
3.B.2	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.	
3.B.3	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	Motivates all members to share in contributions equally by valuing all members' ideas and contributions.	Participates and contributes to group's work equally. Values all members' ideas and contributions.	Attempts to share responsibility of groups' work, but ends up completing most of the work, without utilizing input of others in group.	Either does most or very little of the group's work and does not share or respect others' ideas.	

	Information, Media & Technology Skills					
		Inf	formation Liter	acy		
		Access	s and Evaluate Infor	mation		
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
4.A.1	Access information efficiently (time) and effectively (sources)	Identifies the key concepts of the research being conducted, acts on informed decisions to revise the search and selects information based on reliability of resource in order to access information efficiently and effectively	Considers more than one strategy or tool when engaged in the digital information fluency process if the first strategy or tool is ineffective	Demonstrates an attitude of adaptability to respond to inconclusive or ineffective search results and continues process without giving up	Completes simple research strategies and sources, often not retrieving accurate or complete information	
4.A.2	Evaluate information critically and competently	Thoroughly evaluates the reliability of the source and the information researched, using internal and external validation	Thoroughly evaluates information researched, using internal and external validation	Evaluates information researched but not thoroughly	Does not evaluate information	

	Information, Media & Technology Skills							
	Information Literacy							
		Use	and Manage Inform	ation				
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard			
4.B.1	Use information accurately and creatively for the issue or problem at hand	Is highly effective in relating various sources to each other and applies them to solve an issue or problem at hand	Uses information accurately and creatively for the issue problem at hand	Applies the information correctly, but is not accurate or creative in solving the issue or problem at hand	Does not utilize information collected to solve issue or problem at hand			
4.B.2	Manage the flow of information from a wide variety of sources	Is able to apply large amounts of quality information from a variety of sources to make decisions and/or conclusions	Is able to access and collect large amounts of quality information from a variety of sources	Accesses only one or two sources of information	Is not able to access quality information			
4.B.3	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	When accessing and using information acts ethically and within the legal limitations	Understands the ethical and legal limitations when accessing and using information	Understands there is a need for ethical and legal limitations	Does not understand the need for the law and/or ethics in regards to information literacy			

	Information, Media & Technology Skills					
			Media Literacy	7		
			Analyze Media			
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
5.A.1	Understand both how and why media messages are constructed, and for what purposes	Effectively creates messages using media, such as video, visual aids etc to communicate for multiple purposes	Effectively uses and creates messages using media, such as video, visual aids etc to communicate a message	Can create a message, such as video, visual aids etc, but does not understand how to use it to communicate a message effectively	Attempts to create a message, such as video, visual aids etc, but does not do so effectively	
5.A.2	Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	Understands and creates media that can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, but does not acknowledge diverse values and points of view	Does not understand the power of media in relationship to beliefs and behaviors in relation to interpreting a message	
5.A.3	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	Uses various forms of media with a full understanding of appropriate use from both a ethical and legal standpoint	Uses a form of media both legally and ethically	Uses media but does not always understand the legal and/or ethical issues	Uses media but does not have a regard to legal/ethical use	

	Information, Media & Technology Skills						
	Media Literacy						
		(Create Media Produc	cts			
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard		
5.B.1	Understand and utilize the most appropriate media creation tools, characteristics and conventions	Creates products using innovative digital tools to compose, illustrate and communicate original ideas or research	Creates products using digital tools to compose, illustrate and communicate information	Attempts to create a product using digital tools to compose, illustrate and communicate information but does not complete	Does not attempt or does not understand how to utilize digital tools		
5.B.2	Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	Consistently communicates both verbally and non-verbally, with a deep understanding and respect of cultural differences	Understands and effectively uses proper verbal and non-verbal communication in respect to cultural differences	Understands there are cultural differences, but does not effectively communicate in a diverse environment	Disregards cultural differences and does not effectively communicate in a diverse environment		

	Information, Media & Technology Skills								
	Informati	on, Communicati	ons and Technol	logy (ICT Litera	icy)				
		Apply Te	chnology Effectively						
	4 3 2 1 Exceeds Standard Meet Standard Approaching Standard Not at Standard								
6.A.1	Use technology as a tool to research, organize, evaluate and communicate information	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning	When collecting, organizing, evaluating and communicating research, technology is effectively utilized	Uses technology to collect, organize, evaluate and/or communicate information, but does not do so on a consistent basis	Does not use technology effectively to collect, organize, evaluate and/or communicate information				
6.A.2	Use digital technologies, communication/networkin g tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	Effectively and consistently uses technology, communication and relationships to successfully operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology as a tool to communicate and connect with others to access and successfully utilize information to operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology to communicate and connect with others but does not utilize it as a tool to operate in a knowledge economy (creating, evaluating and trading knowledge)	Does not utilize technology to communicate and connect with others effectively				
6.A.3	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	Manages data researched and applied from information technology ethically and legally	Manages data researched and applied from information technology ethically and legally	Uses information technology, but does not completely understand the ethical and legal obligations of accessing	Uses information technology, but disregards ethical and legal obligations				

Life and Career Skills						
Flexibility and Adaptability						
	Adapt to Change					
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard		
7.A.1. Adapt to varied roles, job responsibilities, schedules and contexts	Adapts to varied roles, job responsibilities, schedules and contexts in a variety of conditions	Adapts to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules or contexts		
7.A.2. Work effectively in a climate of ambiguity and changing priorities	Works effectively in a climate of ambiguity and changing priorities in a variety of conditions	Works effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities		

Life and Career Skills					
	Flexib	oility and Adap	tability		
		Be Flexible			
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
7.B.1. Incorporate feedback effectively	Incorporates feedback effectively in a variety of conditions	Incorporates feedback effectively	Attempts to incorporates feedback effectively	Attempts to incorporate feedback, but not effectively	
7.B.2. Deal positively with praise, setbacks and criticism	Deals positively with praise, setbacks and criticism in a variety of conditions	Deals positively with praise, setbacks and criticism	Attempts to deal positively with praise, setbacks and criticism	Attempts to deal positively with praise or setbacks and criticism	
7.B.3. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in a variety of conditions	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, but not in a multi-cultural environments	

Life and Career Skills					
	Initi	ative and Self-Di			
		Manage Goals and T		1	
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
8.A.1. Set goals with tangible and intangible success criteria	Sets goals with tangible and intangible success criteria in a variety of conditions	Sets goals with tangible and intangible success criteria	Attempts to set goals with tangible and intangible success criteria	Attempts to set goals with tangible or intangible success criteria	
8.A.2. Balance short-term and long-term goals	Balances short-term and long-term goals in a variety of conditions	Balances short-term and long-term goals	Attempts to balance short-term and long-term goals	Attempts to balance short-term or long-term goals	
8.A.3. Utilize time and manage workload efficiently	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes work on time by taking advantage of the time provided and by using time management skills.	Occasionally completes work on time.	Never completes work on time and uses does not use time management skills.	

Life and Career Skills						
Initiative and Self-Direction						
	Work Independently					
	4	3	2	1		
	Exceeds Standard	Meet Standard	Approaching Standard	Not at Standard		
8.B. 1. Monitor, define, prioritize and complete tasks without direct oversight	Monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Monitors, defines, prioritizes and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks with direct oversight		

Life and Career Skills					
	Initi	ative and Self-D	irection		
		Be Self-directed Learn	ners		
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
8.C.1. Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise in a variety of conditions	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum, but does not explore and expand one's own learning and opportunities to gain expertise	
8.C.2. Demonstrates initiative to advance skill levels towards a professional level	Demonstrates initiative to advance skill levels towards a professional level in a variety of conditions	Demonstrates initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels, but not on a personal level	
8.C.3. Demonstrates commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong process in a variety of conditions	Demonstrates commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning , but not as a lifelong process	
8.C.4. Reflect critically on past experiences in order to inform future progress	Reflect critically on past experiences in order to inform future progress in a variety of conditions	Reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences, but not in order to inform future progress	

Reflection demonstrates excellent preparation and expresses extensive reflection.

Scholarly Habits and Success Skills Standards Rubrics

Life and Career Skills				
	Social A	nd Cross-Cultur	ral Skills	
	Inter	act Effectively with O	thers	
	4 Sexceeds Standard Meet Standard Standard Standard Standard Not at Standard			
9.A.1 Know when it is appropriate to listen and when to speak	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrated in a variety of settings	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrate	At times speaks when it is not appropriate and does not listen when it is appropriate	Often needs to be reminded of appropriate times to speak and appropriate times to listen
9.A 2 Conducts self in a respectable, professional manner	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently	Demonstrates professional appearance and utilizes time management skills	Attempts to demonstrate professional appearance and or utilizes time management skills	Does not demonstrate professional appearance or time management skills

Life and Career Skills				
	Social	And Cross-Culti	ural Skills	
	Wor	k Effectively in Divers	se Teams	
	4 Exceeds	3	2 Approaching	1
	Standard	Meet Standard	Standard	Not at Standard
9.B.1. Respects cultural differences and works effectively with people from a range of social and cultural backgrounds	Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives.	Respects, interacts, and works positively with individuals from other social and cultural groups.	With guidance can generally respect, interact, and work positively with individuals from other social and cultural groups.	Exhibits no respect, poor interaction, and an inability to work positively with individuals from other social or cultural groups.
9.B 2. Respond open- mindedly to different ideas and values	Different ideas are appreciated and diverse opinions are sought out while developing a common understanding.	Different ideas and diverse opinions are accepted.	Different ideas and diverse opinions are sometimes ignored however when acknowledged can be resolved.	Differences and diverse opinions are rejected and/or ignored and sometimes result in arguments.
9.B 3. Leverage social and cultural differences to create new ideas and increase both	Demonstrates a high level of cultural and social understanding and respect for the	Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others.	Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears	Demonstrates no appreciation of cultural and social understanding and respect for the
innovation and quality of work	uniqueness of others. Encourages	Actively discusses avenues to develop	indifferent to the others. Supports own ideas, and	uniqueness others. Demonstrates

Scholarly Habits and Success Skills Standards Rubrics

discussions to develop new ideas through active listening and offers opinions for increasing innovation and quality of work.	ideas and presents encouraging opinions for increasing innovation and quality of work upon request.	appears not to be flexible to improve innovation and the quality of work.	intolerance and lacks social interaction skills.
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	Life and Career Skills				
	Produ	ctivity and Acco	untability		
		Manage Projects			
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
10.A.1. Set and meet goals	Goals and strategies were defined as specific measurable goals and strategies were detailed.	Goals and strategies were defined and met.	Goals and strategies were defined but not met.	Goals and strategies were incomplete.	
10.A.2. Prioritizes, plans and manages work to achieve the intended result	A detailed project plan was developed. The plan clearly prioritizes each aspect of the project and gives clear direction on how the project should be managed.	A project plan was determined and managed effectively.	A project plan was provided, but does not include details regarding how the work will be prioritized and/or managed.	A project plan was not developed.	

		Life	e and Career	Skills	
		Produ	ctivity and Accor	untability	
			Produce Results		
		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
add attr ass pro qua inc	Demonstrate ditional ributes ociated with oducing high ality products luding the dities to:				
10.B.1.a	Works positively and ethically	Consistently applies ethics to all aspects of work. Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Applies values and ethics to all work completed	Occasionally has a negative attitude towards tasks, projects and/or others. At times does not apply ethics while working on tasks and projects.	Typically is negative toward tasks, projects and/or others. Does not consider ethics while working on tasks/projects or with others.
10.B.1.b	Manages time and projects effectively	Consistently stays focused, prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distractions while meeting deadlines, using time effectively.	Develops a timeline of the work to be completed and stays focused throughout the process.	Occasionally off task in regards to accomplishing timeline. Thus, only a portion of the work is completed	Always off task and does not complete the work to be done.
10.B.1.c	Demonstrates the ability to multi-task	Effectively manages several tasks at the same time and is able to accomplish task prior to prescribe deadlines.	Is able to manage tasks at the same time within designated time constraints.	Manages several tasks at the same time, but struggles to complete assigned tasks on time or in an efficient manner.	Is unable to manage several tasks at the same time.
10.B.1.d	Participate actively, as well as be reliable and punctual	Consistently provides useful ideas when participating in the group and in classroom discussion and is reliable, and always on time.	Provides useful ideas when participating in the group and in classroom discussion and is reliable and punctual.	Sometimes participates in group and classroom discussions. Is not always on time or reliable.	Does not participate in group or classroom discussion. Cannot be counted on and is consistently late.

Scholarly Habits and Success Skills Standards Rubrics

10.B.1.e	Present oneself professionally and with proper etiquette	Behavior and attire are consistently appropriate for the occasion. Always acts respectfully towards others.	Displays professional and responsible behavior and dresses appropriately for the occasion. Acts respectfully towards others.	Does not always display professional and responsible behavior. Sometimes dresses appropriately for the occasion. Occasionally acts respectfully towards others.	Does not display professional or responsible behavior. Rarely dresses appropriately for the occasion. Often does not act respectfully towards others.
10.B.1.f	Collaborate and cooperate effectively with teams	Consistently listens to others and their ideas; helping them to develop their ideas while giving them full credit; helping the team reach its full potential	Listens to others' points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas.	Sometimes listens to others, and often assumes others' ideas will not work; tries to work well with the team.	Is argumentative with others'; does not listen to groups opinions and ideas; wants things done their way and does not listen to alternate approaches.
10.B.1.g	Respects and appreciates team diversity	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
10.B.1.h	Is accountable for results	Consistently and accurately completes tasks and takes responsibility for work.	Takes responsibility for work completed.	Sometimes takes limited responsibility for not completing work.	Does not take responsibility for completed on uncompleted work.

	Life and Career Skills				
	Leader	rship and Resp	onsibility		
		Guide and Lead Oth			
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
11.A.1. Uses interpersonal and problem-solving skills to influence and guide others toward a goal	Effectively communicates and motivates others to solve group problems while accomplishing a goal	Effectively communicates and motivates others to work toward a goal	Attempts to work with others to reach a goal, but fails to communicate effectively to solve a problem or motivate others	Shows no sign of interest in achieving a goal	
11.A.2. Leverages the strengths of others to accomplish a common goal	Consistently encourages and motivates others to use their strengths to contribute to and achieve a common goal.	Encourages others to use their strengths to contribute to and achieve a common goal.	Show limited encouragement to others in achieving a common goal.	Is negative towards others in achieving a common goal.	
11.A.3. Inspire others to reach their very best via example and selflessness	Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.	Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.	Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.	Fails to inspire others.	
11.A.4. Demonstrates integrity and ethical behavior in using influence and power	When in a position of power, behaves ethically and with integrity to motivate others to work to their full potential	Does not abuse their leadership position to benefit themselves by being ethical and demonstrating integrity	At times puts personal needs and does not apply ethics and integrity to their decisions or actions.	When in position of power, shows no signs of integrity or ethical behavior	

Life and Career Skills Leadership and Responsibility				
		e Responsible to O		
	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Not at Standard
11.B.1 Acts responsibly with the interests of the larger community in mind	Was an integral part of a community organization or event and thoughtfully reflected on the importance of their involvement within the community.	Contributed to a community organization or event and reflected on the importance of their involvement within the community.	Participates, but does not contribute to community organization or event and attempted to reflect on their involvement within the community.	Does not contribute to a community organization or event but reflects on the importance of involvement within the community.

Appendix L: Outreach activities

A variety of HCC outreach activities have occurred and will continue.

Date	Activity	Outcome
2013 to 2015	5 workshops have been held at a venue near the proposed school site to share the proposed vision of HCC and the expeditionary learning educational approach. 3 of these were facilitated by EL staff.	An initial base of supporters and interested families attended and contact information and much positive feedback was obtained.
October 17, 2015	An HCC information table was set up at the Harvest Fun Run event to benefit Running Shoes for Kids held at Hayden Canyon.	Several families with young children filled out interested family forms and the response was encouraging.
July 22 and 23, 2016	An information table was set up at the annual 2 day Hayden Days community event held at the City park adjacent to City Hall, which is primarily for families.	HCC brochures and interested family forms were distributed and questions answered. Many families expressed positive interest and 49 potential students were added.
Ongoing	HCC has an ongoing successful campaign for finding interested families to attend HCC. The campaign is well organized, detailed, and asks for K-6 student interest. Strategies being used are: door-to-door communications; online feedback via www.hccsel.org and Facebook; presentations at service organization meetings and community events such as Hayden Days; and placing HCC brochures and family interest forms at various locations in Coeur d'Alene and Hayden, especially at pre-schools. Also attached is a just developed teacher survey with information and questions for potential interested instructional staff which will be distributed shortly.	To date, there are a total of 222 269 potential students interested in attending HCC, based on the responses to the attached family interest form and on-line survey. Ninety of those students were added between June 1 and July 21, 2016. See the attached database for more information. Also included is a summary with graphs of relevant feedback. Facebook activity has resulted in a great deal of views, likes and messages within Facebook, indicating their level of interest including, "we fully support a high quality school" and "I'm interested in being an HCC Teacher". HCC has programmed Facebook to send emails and so far has sent over 1400 that contain a monthly update for parents and potential volunteers. Based on the significant growth in interest and support, we anticipate actual enrollment numbers will meet or exceed estimated projected opening enrollment.



Proposed Hayden Canyon Charter--Family Interest Survey

This survey is designed to gather data to prepare for the numerous families interested in Hayden Canyon Charter with its expeditionary and project-based learning model. HCC is in the final stages of approval, and once established, your family will be among the first contacted when enrollment begins in spring of 2017!

* = Required					
1. Family Primary Co	ntact First & Las	t Name: *			
2. Please indicate the	e number of stu	dents interested in enro	olling for each grade f	or the fall of 2017 : *	
Kindergarten	1st	2nd	3rd	4th	
5th	6th				
3. Check any that app	oly:				
Twins, grad	le	-			
Siblings sar	ne grade				
4. Please indicate the	e best way for u	s to connect with you:	*		
Email:					
Cell:					
Home Phone	(land line):		_		
5. HCC would like to	keep your famil	y informed of news and	l events via monthly e	email updates: *	
Yes! Please inc	lude my family	in the email updates (Pl	ease include your em	ail address in the above f	ield)
No thanks					

6. Please carefully consider each and check the top three reasons Hayden Canyon Charter and the expeditionary education model appeal to you and your student: *	
Project-based learning model with hands-on investigative approach	
Real world problem solving using applied math, communication, literacy and science	
Learning model encompassing the arts and sciences	
Students are "leaders of their own learning" taking ownership of achievement	
Emphasis on 4 domains of achievement: academic, producing excellent work, character development along with essential 21st Century skills and abilities (i.e. creative and critical thinking, effective communication, productive collaboration, use of technology, giving and receiving feedback and critique, innovation, grit, tenacity, perseverance and producing high quality work with an ethic of excellence)	
Partnering with experts in every field to enhance learning opportunities	
A school-wide culture built on empathy, compassion, and working together to create a healthy community, where "we are all crew, not just passengers."	
Portfolio assessment, where student achievement and growth is measured throughout the year using real-world assessments in addition to state tests	
This model just seems to fit my student, more likely to engage him/her and create an exciting learning experience	
Other:	
7. If "other," please elaborate, or feel free to add any additional comments here:	

Head Start, Preschool and BASE Childcare Survey (Before and After School Enrichment)

Family Name
Head Start and Preschool: Please indicate your interest in your child's enrollment for the fall of 2017
1. I am interested in receiving information about enrolling my student proposed Head Start program to be held on HCC's campus. (Head Start is a Federal and State supported free early learning program)
For my 3 year old
For my 4 year old
2. I am interested in receiving information about the Take Flight preschool program (tuition based) which incorporates expeditionary principles into all learning:
For my 4 year old
For my 5 year old
Proposed BASE Programming (Before and After School Enrichment)
HCC is considering a plan to offer BASE child care opportunities in partnership with the YMCA next to the school. BASE fees are economical, and offered per day (3 day minimum) and per week. Payment is due on the first of the month, and pricing includes a sibling discount.
 Proposed hours are 6:30-7:45 am and after school til 6 pm during the school week. If a 4 day school week is approved Friday programming would be offered all day, 6:30 am-6:00pm The program includes sack meals for breakfast before school, and supper after school. If full day on Friday, sack breakfast and lunch are served, with an afternoon snack. The meals are funded by the USDA.
3. Please indicate your interest in having a BASE program offered through the proposed HCC and YMCA: (Check all that apply)
Morning 6:30-7:45 AM
After school 4-6 PM
Both morning and after school
Friday in addition to school days
Eriday only

HAYDEN CANYON CHARTER INTERESTED FAMILIES DATABASE									
Timestamp	Family Primary Contact First & Last Name	Student(s) grade in September 2017:	Total students per family	Twin or Sibling same grade:	Current school district where you live:	Zip code:	Best way for us to connect with you:	Email address:	Primary Phone:
5/11/2016 23:39:23	Jason Ball	3rd	1				Email	jasonballcda@gmail.com	208-819-9220
6/14/2016 17:39:30	Melissa Coburn	3rd, 4th, 6th	3				Email	Cobjm@yahoo.com	
6/14/2016 17:39:42	Bri Ferguson	1st	1				Email	Fergifam@Gmail.com	208-819-5914
6/14/2016 18:43:08	Tyson Durbin	K	1				Email	tdurbin32@hotmail.com	208-704-1617
6/14/2016 22:18:28	Christine Ladke	3rd, 5th	2				Email	Cladke3@yahoo.com	208-704-9734
6/15/2016 9:34:35	Monica Fooe	2nd	1				Email	luckymax321@gmail.com	
6/15/2016 16:27:41	Greg Smith	1st	1				Cell	Gregs19@aol.com	208-620-0923
6/15/2016 22:16:21	Sonja schey	1st, 4th, 5th	3				Email	Findlayfour@gmail.com	419-889-7329
6/17/2016 7:29:28	Jennifer Nagel	1st	1				Email	jennagel@hotmail.com	
6/17/2016 11:30:55	Jodi Lovie	1st, 4th	2				Cell	jodibug88@gmail.com	208-641-9536
6/23/2016 11:41:47	Hannah Mihara	1st	1				Email	hwgrape@hotmail.com	208-964-1980
6/24/2016 15:50:52	Karlie Paschall	K	1				Email	mikep.paschall@yahoo.com	208-771-3048
6/24/2016 18:28:10	Darin Blood	2,3,5,6	4				Email	dblood1974@gmail.com	208-819-1003
6/26/2016 0:05:37	Jessica geiger	4th	1				Email	Jessjgeiger@gmail.com	208-651-9402
6/27/2016 18:55:03	Lisa Adlard	3rd	1				Email	lisa@cdagym.com	208-691-1846
6/28/2016 6:21:32	Lavera Linda Silar	1st, 2nd	2				Cell	Lyndalav@yahoo.com	208-964-1248
6/28/2016 11:24:30	Adrianne Vest Willard	K	1				Email	adriannevest@gmail.com	303-621-4969
6/29/2016 19:55:45	Erika Spraetz	3rd	1				Email	Erikaspraetz@gmail.com	208-771-4274
7/6/2016 8:06:14	Joyce Arpke	2nd	3	K			Email	joyce.arpke@gmail.com	208-520-7135
7/7/2016 18:52:18	Crystal Holloway	1st	1				Cell	Cdholloway89@gmail.com	208-625-1304
7/11/2016 15:24:45	Sara clark	3rd	1				Cell	Saranclark10@yahoo.com	208-771-2420
7/11/2016 16:13:49	Camey Ramirez	3rd	1				Cell	camey.ramirez@gmail.com	208-651-4230
7/12/2016 13:13:11	Elexus Sanders	K	1				Email	sanderslexey@gmail.com	208-641-9454
7/15/2016 19:29:27	Amanda Keyser	K	1				Cell	Amandakeyser@gmail.com	208-819-7079
7/18/2016 4:18:48	Tawnya Tapia	3rd	1				Email	Tmtb85@gmail.com	208-651-1040
7/19/2016 19:21:46	Kelley Esseltine	3rd	1				Email	Kesse5.zooms@gmail.com	208-610-5445
7/21/2016 16:24:06	Sarah Halsted	3rd	1				Email	sehalsted3@gmail.com	253-380-9025
7/22/2016 6:03:30	Melissa Warren	K, 3rd	2				Email	Warrenmelissasue@gmail.com	509-998-1347

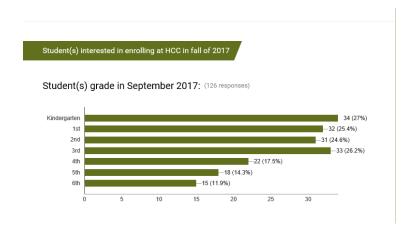
7/24/2016 18:15:14	Patrick Jones	2nd	2	2nd			Email	pjvoyager@hotmail.com	425-295-1512
7/25/2016 9:36:07	Huong Mathews	2nd	2	4th			Email	huongsolo@yahoo.com	208-818-5622
7/24/2016 18:19:20	Karly Veselik	1st	1				Email	KarlyVeselik@yahoo.com	971-285-7148
7/24/2016 18:32:48	Courtney Burkhart	2nd, 6th	2				Email	leopardllingo@yahoo.com	
7/24/2016 22:30:05	Jeremy Prickett	3rd	2	3rd			Cell	nothanks@nothanks.com	208-704-0456
7/25/2016 0:49:12	Kari Rediger	K	1				Email	karirediger@gmail.com	
7/25/2016 19:07:51	Stephanie Conner	K	1				Email	sla78@hotmail.com	
7/25/2016 20:11:43	Nickie Wilson	2nd	1				Email	nwilson@cdaschools.org	208-755-2111
7/25/2016 20:16:06	Dorinda Webster	K, 1st	3	1st			Email	fungoofygal@gmail.com	
7/25/2016 20:26:07	Tom Kearns	K	1				Email	tommykgocelts@hotmail.com	
7/25/2016 20:29:06	Janell Combs	1st, 3rd	2				Email	nellsmiley@aol.com	208-659-0614
7/25/2016 20:35:12	Lauren Fleener	K, 1st	2				Email	lefleener@gmail.com	208-449-3842
7/25/2016 20:39:43	Ray Vantassel	K, 3rd	2				Cell	cwbyfan88@yahoo.com	208-719-6578
7/25/2016 20:41:25	Casey Walker	3rd	1				Cell	nothanks@nothanks.com	208-719-6580
7/25/2016 20:54:40	Jenifer Shute	K	1				Email	jennshute@yahoo.com	208-215-4622
7/25/2016 20:57:40	Hale and Shawnna Fields	K	1				Email	halelfields@gmail.com	
7/25/2016 22:30:54	Ayrha Ellis	K	1				Email	ab_fit@yahoo.com	509-998-2531
7/25/2016 23:34:17	Courtney Haug	1st	2	1st			Email	courtneyL2581@yahoo.com	
7/25/2016 23:39:04	Patrick Goodwin	K, 2nd	2				Email	goodwinpn@gmail.com	801-882-5155
7/25/2016 23:43:22	Meghan Moore	K	2	K			Email	mamarsters@gmail.com	970-946-3996
7/25/2016 23:47:03	Cassie Anderson	2nd, 4th	2				Email	canderson0426@gmail.com	
7/25/2016 23:49:43	Julie Wright-Flanagan	4th	1				Cell	bouffanthair@gmail.com	619-998-8000
7/25/2016 23:53:07	Kirsten Stockham	6th	1				Email	kirstenstockham@gmail.com	
7/26/2016 0:06:10	Lori Russell	4th, 6th	2				Email	littlemommy333@hotmail.com	
7/26/2016 0:11:47	Lindsay Grant	1st, 3rd	2				Email	lindsay-grant@hotmail.com	208-682-0641
7/26/2016 0:16:53	Kim Moline	6th	1				Email	kimmoline76@gmail.com	
7/26/2016 0:30:52	Tarah Boerner	1st	1				Email	tboerner7@yahoo.com	
7/26/2016 10:45:29	Kristina Cleve	K, 3rd, 5th	3				Email	imcountingblessings@aol.com	
7/26/2016 13:30:19	Lisa Lessard	3rd, 6th	2		CDA SD	83814	Email	thelessards@live.com	
7/26/2016 12:13:09	Anna Clark	4th	1		CDA SD	83815	Email	jaclarkfamily@gmail.com	208-691-8459
7/26/2016 13:54:39	Jessica Grimm	K, 5th	2		CDA SD	83815	Email	alexandra102938@hotmail.com	907-570-8278
7/26/2016 14:01:04	Leslie Lacaria	5th	1		CDA SD	83815	Email	leslie.lacaria@yahoo.com	208-446-8338
7/26/2016 14:04:12	Mary Gouin	1st, 3rd	2		CDA SD	83835	Email	mary@bizzybeebookkeeping.com	
7/26/2016 14:14:37	Rebecca Blackman	K	1		CDA SD	83814	Email	ratoombs@hotmail.com	
Total new			97						

Interested Prior to Ju	une, entered into Google 7/26/	2016					
7/26/2016 7:36:59	Richard Dance		1st		Cell		206-619-7092
7/26/2016 7:39:26	Colene Hotner	K, 1st 2	2		Cell		201-704-1772
7/26/2016 7:41:14	Cynthia Inge	1st 1			Cell		208-659-5700
7/26/2016 7:44:48	Chris and Ally Noland	K, 2nd 2	2		Cell		208-262-1999
7/26/2016 7:46:17	Cynthia Reyburn	6th 1			Cell		208-659-2159
7/26/2016 7:48:05	Amy Voeller	3rd, 6th 2	2		Email	amyvoe@gmail.com	208-772-3987
7/26/2016 7:49:36	Rachel Wheeler	6th 1			Email	wcpreschool@hotmail.com	208-819-0407
7/26/2016 7:51:48	Narcissa Yelland	3rd 1			Cell		509-362-6231
7/26/2016 7:56:23	Katie Kreis	1st 1			Cell		208-755-9210
7/26/2016 8:03:50	Chris Bolt	4th, 5th 2	2	CDA SD	Email	boltplus2@gmail.com	208-755-7863
7/26/2016 8:06:18	Matt Baine	1st, 3rd 2	2	CDA SD	Email	mbaine@gozzerranchclub.com	208-819-2928
7/26/2016 8:07:48	Spencer Rowe	K, 3rd, 5th	3	CDA SD	Cell		509-270-5808
7/26/2016 8:38:22	Daniel Weeks	4th 1		CDA SD	Email	weeks000@yahoo.com	509-847-8159
7/26/2016 8:39:46	Brent Everson	4th 1		CDA SD	Email	eversonbrent@hotmail.com	208-640-9180
7/26/2016 8:41:58	Todd & Luann Townsend	6th 1		CDA SD	Email	imlouiern@gmail.com	208-765-5024
7/26/2016 8:43:42	Cristina Stiles	2nd 1		CDA SD	Email	stilcris@ish.edu	208-713-3463
7/26/2016 8:45:22	Amanda & Steven McGehee	1st		CDA SD	Email	amcgenee13@gmail.com	208-405-5211
7/26/2016 8:47:08	Kelly Wolfinger	K 1		CDA SD	Email	kawolfinger@hotmail.com	208-660-6964
7/26/2016 8:48:25	Shannon & Keith Kline	3rd, 5th 2	2	CDA SD	Cell		208-755-7970
7/26/2016 8:49:23	Wendy Ferguson	1st, 5th 2			Cell		208-719-1501
7/26/2016 8:50:54	Angela Sattler	K, 2nd	8 K	CDA SD	Email	sattlerangela@hotmail.com	208-699-9470
7/26/2016 8:52:32	Garrett Sweeney	2nd 1		CDA SD	Cell		208-635-5061
7/26/2016 8:57:58	Finley Howard	2nd 1		CDA SD	Email	ashdanhoward@gmail.com	208-818-7058
7/26/2016 9:05:13	Stephanie A. Myers	2nd, 5th 2	2		Email	stephdewey@hotmail.com	208-919-8754
7/26/2016 9:06:36	Noelle & Clint Adams	3rd, 6th 2	2		Email	notelleadams@gmail.com	
7/26/2016 9:07:53	Jaki Waldvogul	1st 1		CDA SD	Email	jakix043@gmail.com	208-277-8809
7/26/2016 9:09:46	Christy Koopal	2nd 1		CDA SD	Email	christyk536@gmail.com	208-597-2758
7/26/2016 9:22:29	Fawnia Farrar	4th, 5th 2	2		Email	farfam2002@startmail.com	208-661-3220
7/26/2016 9:24:26	Ben & Marja Slabaugh	K, 4th 2	2	CDA SD	Email	marjaa.slabaugh@gmail.com	208-755-0432
7/26/2016 9:25:38	Broody Reeves	2nd 1		CDA SD	Email	shanny.3b@yahoo.com	
7/26/2016 9:27:37	Tammy & Mark Miller	4th 1		LJSD 272	Email	tammyandannie@hotmail.com	208-277-8179
7/26/2016 9:29:39	Kimberly DeSchryver	5th 1			Email	kadeschryver@gmail.com	208-661-4638
7/26/2016 9:31:27	Kristina Keating	2nd, 4th 2	2	PFSD	Email	krisLkeating@yahoo.com	208-651-2959
7/26/2016 9:38:18	Michelle Norton Sheets	K, 2nd, 4th	_	LJSD 272	Cell		208-964-2521
7/26/2016 9:39:54	Chad & Lexi Witherwax	2nd, 4th 2	2	CDA SD	Email	lexiwitherwax@gmail.com	208-699-5151
7/26/2016 9:41:21	Kristen Rebmann	4th 1		CDA SD	Email	kristenrebmann@gmail.com	208-6355464
7/26/2016 9:43:44	Rebekah Rogstad	1st 1		LJSD 272	Email	store2859@theupsstore.com	208-762-8800

7/26/2016 9:45:06	Robyn Ellingford Clevenger	K, 3rd	2	CDA SD		Cell		208-277-4477
7/26/2016 9:47:30	Anna & James Goldthorpe	K, 5th	2	CDA SD		Email	anna.goldthorpe@gmail.com	208-819-2339
7/26/2016 9:51:45	Jenny Manley	1st		CDA SD		Email	jenny.manley@thisisouranthem.com	208-224-6722
7/26/2016 9:54:12	Rosy Melendez-Baltzer	5th	1			Email	rosauramelendez2011@gmail.com	702-460-4012
7/26/2016 9:56:07	Char Hess	3rd	1	CDA SD		Email	hess.char@gmail.com	208-719-1243
7/26/2016 9:57:07	Faith Thompson	1st	1			Cell		208-659-5365
7/26/2016 9:59:43	Shane Beicller	K, 2nd	2	CDA SD		Email	smbeicller@yahoo.com	907-209-5881
7/26/2016 10:13:12	Ashlie Unruh	6th	1	CDA SD		Email	ashlieunruh@gmail.com	360-969-1219
7/26/2016 10:21:18	Jennifer Nagel	2nd	1	CDA SD		Email	jennagel@hotmail.com	
7/26/2016 10:45:59	Chrystal Halloway	1st	1	CDA SD		Cell		208-770-0623
7/26/2016 10:48:06	Sarah Fobes	2nd, 4th	2			Email	SarahaFobes@gmail.com	208-755-6400
7/26/2016 10:50:32	Rowena Cochran	2nd	1	CDA SD		Email	rowena_cochran@yahoo.com	208-449-8336
7/26/2016 10:52:25	Jaime & Dusty Funke	2nd	1	CDA SD	83835	Email	clovership@hotmail.com	208-512-4936
7/26/2016 10:53:49	Lavera Silar	1st, 2nd	2			Email	lyndalav@yahoo.com	
7/26/2016 11:06:57	Bill & Darci Todd	4th	1			Email	Darcitodd@ymail.com	208-699-6614
7/26/2016 11:06:17	Adrianne Vest	K	1			Email	adriannevest@gmail.com	303-621-4969
7/26/2016 11:10:37	April Wood	K, 3rd, 5th	3	CDA SD	83814	Cell		540-478-3519
7/26/2016 11:14:58	Jack & Melanie Robbins	1st, 2nd	2	CDA SD		Email	mrs.robbins333@yahoo.com	208-659-1148
7/26/2016 11:17:14	Al & Robin Hetzler	5th	1	CDA SD		Email	robin.hetzler@yahoo.com	208-659-1148
7/26/2016 11:18:51	Jessica G. Ochenkoski	4th	1			Email	jessjgeiger@gmail.com	
Total Prior to July			89					
Grand Total with suffice	cient info		187					
Insufficient info:	Anna Kim	1st, 2nd	2	CDA SD			beargut@gmail.com	
	Jared & Mallory Hillyard	K	1	LJSD 272	83869			
	Jason Anderson	K	1	CDA SD	83815			
	Robin Anderson		3	CDA SD	83835		harper.anderson2007@gmail.com	208-920-1619
	Christy Riley	K	1					
	Laura Lee Wright	2nd	1					
	Bernadette Chiappe-Myers	K	1					
	Dawn Veltri	1st, 2nd, 5th	3					
	Megan Gonzales	5th	1					
	Chloe Crain	K, 1st	2	_				
	Kristina Frederikson Lechleitne	1st	1	CDA SD				
	Monica Anderson Fooe	2nd	1	CDA SD				
	Jessie Spriggs	K	1	CDA SD				
	Tami Vandegrift	2nd, 4th	2	CDA SD				
	Kim Kaiser Dupree	K	1	CDA SD				

	T		_				T	
	Jonathan Jansen	1st, 3rd	2	CDA SD				
	Scott Hadley	K, 3rd	2	CDA SD				
	Rob S	5th	1					
	Jamie Spranget	1st, 2nd, 6th	3	CDA SD				
	Lacey Rogers	3rd, 6th	2	CDA SD				
7/26/2016 14:53:11	Julie Speelman	K, 2nd	2	Other	83810	Email		
	Kendra & Todd Crawford	3rd, 6th	1	CDA SD				
Total to confirm info:			35					
Total interested as of	7/26/2016		222					
	I							
		1						
		+						

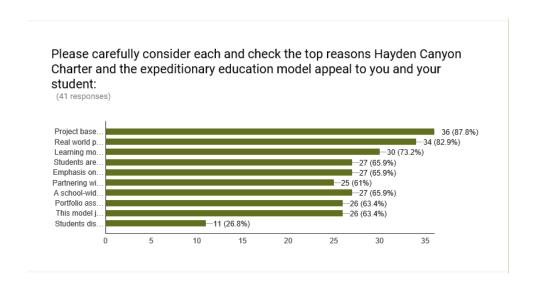
Initial Data from Families Entered into Google Forms:



In July, we began asking respondents why the HCC expeditionary model appealed to them.

Choices included:

- 1. Project-based learning model with hands-on investigative approach
- 2. Real world problem solving using applied math, communication, literacy and science
- 3. Learning model encompassing the arts and sciences
- 4. Students are "leaders of their own learning" taking ownership of achievement
- 5. Emphasis on 4 domains of achievement: academic, producing excellent work, character development, and growth of essential 21st Century skills and abilities
- 6. Partnering with experts in every field to enhance learning opportunities
- 7. A school-wide culture built on empathy, compassion, and working together to create a healthy community, where "we are all crew, not just passengers."
- 8. Portfolio assessment, where student achievement and growth is measured throughout the year using real-world assessments in addition to state tests
- 9. This model just seems to fit my student, more likely to engage him/her and create an exciting learning experience
- 10. Students discover at an earlier age their unique gifts, interests and abilities related to future vocations and preparation for success in life and work





Proposed Hayden Canyon Charter Teacher Interest Survey

Contact Information:

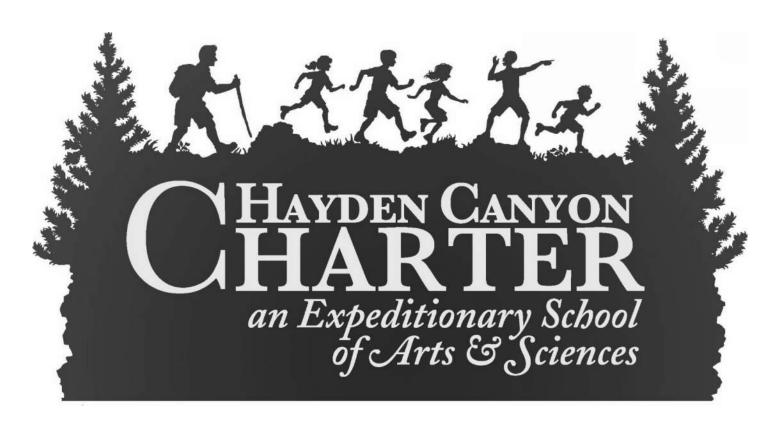
1.	Name
2.	Contact information:
	• Email:
	• Cell:
	• Other:
3.	Preferred form of contact:
	Email
	Text
	Phone
Profe	ssional Information:
4.	Number of years as a certified teacher:
5.	In what state are you certified?
	Idaho
	Washington
	Other:
6.	What grades have you enjoyed teaching?
7.	What grade are you most interested in teaching?
	What are your current endorsements?
9.	What most excites you about the proposed Hayden Canyon Charter model?

Appendix M: Student Handbook

A draft of the proposed HCC Student Handbook is attached

Student Handbook

(Draft)



2017-2018

Welcome to Hayden Canyon Charter!

Where academic excellence, strength of character, quality of work, and 21st Century competencies are cultivated daily in students who are leaders of their own learning, and invested in productive growth at every opportunity.

Vision Statement

Developing self-motivated, passionate students who are life-long learners, realizing their potential through an educational approach which encourages a growth mindset and offers a rich variety of hands-on learning experiences focused on cultivating mastery of knowledge and skills, depth of character, the production of quality work, and the continual development of 21st Century skills and abilities. In a dynamic learning environment built on a culture of respect, collaboration, safety and service, HCC students are actively engaged in creative and innovative, real world problem-solving, shaping leadership skills grounded in balanced thinking, ethical choices, compassion and encouragement.

Mission Statement

Inspire character and a passion for lifelong learning through hands-on discovery, real-world application, collaboration and community, resulting in academic excellence, preparing each student for engagement in productive, thoughtful citizenship.

School Hours (Pending board approval)

Office: 7:30 am-5:00 pm

Main phone:

All staff may be reached via email located on the staff directory page of our school website. HCC's Administrative Assistant will forward you to teacher voicemail during class time, and to the teacher's phone before and after school. Teachers will respond to voice messages and email as soon as practical.

Kindergarten

AM—8-11:30 am

Lunch and recess for all-day kindergarten students—11:35-11:55 lunch, 12:00-12:25 lunch recess

PM 12:30-4:00 pm

Elementary

8:00 am-4:00 pm

Morning and afternoon breaks: 10-10:15 am and 2-2:15 pm

- Students are welcome to bring a morning and an afternoon snack
- Parents are welcome to donate peanut free snacks to classrooms for students who need a snack
- Students are welcome to bring a water bottle for water only to drink throughout the day

Lunch

- Parents will be responsible to provide lunch and snacks for their student every day.
- Lunch will be held in classrooms until the cafeteria/multipurpose room is built.

1-2nd grade: 11:30, recess 11:50-12:10

3rd-4th grade: 11:50, recess 12:10-12:30

5th- 6th grade: 12:10, recess 12:30-12:50

Parking Lot Drop Off and Pick Up

- Students are welcome on campus at 7:45 am
- Staff supervised pick up ends at 4:15 pm. Parents should plan to pick up students no later than 4:15pm.
- Children are to be dropped off and picked up in designated areas to promote safety
- To ensure the safety of all students any child who is on campus before 7:40 am or past 4:30 pm will need to remain in a designated area, either outside or in an indoor area. (Charges may be applied if this area is maintained by the YMCA/BASE program—Before and After School Enrichment.)
- The parking lot is BUSY in the morning and afterschool! Please use extra caution watching for children walking across the lot!
- Please refrain from texting or talking on cell phones while driving on school grounds

Parents, Visitors, Volunteers

All visitors are requested to follow HCC policies. All parents, visitors must first check in at school office and be prepared to show ID before going to any classroom. School office is open daily 7:30-4:30 pm.

Student Admissions

Prior to enrollment and admission of a student the legal guardian much provide HCC with relevant and current information which includes:

- Proof of student's age by presenting students original birth certificate.
- Verification of residency is required annually.
- Proof of residency is utility bill, title, lease agreement, or a similar document of this nature.
- Proof of up to date to date immunizations:

Student Records

HCC requires each legal guardian to provide all of their child's school records, or authorize the school to secure those records from the previous school. This includes:

- grades, standardized test scores
- IEP, 504, Special Education file (if applicable)
- Immunization and health
- Legal records such as legal custody, restraining order, other court records
- Other relevant student records.

Confidential Records:

Student records are privileged and confidential, and shall not be disclosed except under the following circumstances:

- 1) Threat of harm to self, others, or property
- 2) Reported or suspected child abuse/neglect
- 3) Court order

Attendance and Tardy Policy

HCC recognizes the importance of attendance and punctuality, as both are relevant to educational success. Regular attendance is essential if a student is to maximize educational opportunities. Attendance requirements will be in compliance with Idaho State Law which requires that students have no less than 90% attendance, or exceed 9 days of absences in a semester. Excessive absence may affect student promotion, if student achievement is compromised and grade level benchmarks are not attained.

Attendance is also linked to state funding for all schools. The structure of the 4 day school week affords families greater flexibility in scheduling appointments on Friday, minimizing absences due to routine visits.

- Students arriving late or leaving early must be signed out of the office by a parent or guardian.
- The student will only be released to a legal guardian unless specific written permission is on file at the school office
- If a student is absent, the school will notify a parent or legal guardian in the first hour of school, unless the school has been notified beforehand.
- Students are encouraged to request work prior to a lengthy absence, if possible, and may elect to request make-up work during an absence. Work can be picked up at school in the office or with the teacher, and may also be sent home with a sibling.
- Students will be given appropriate time to make up work missed during an illness or other excused absence, and coached through content and concepts missed.
- Students arriving after the final morning bell will need to check into the office where they will be given an entry slip to class.

Habitual truancy and absences

• If a student accrues 9 absences or truancies during a semester, a letter will be sent to the parent/guardian informing of the student's attendance standing. The state requires notification of excessive absences.

Transportation

HCC does not provide transportation to and from school at this time. The Board of Directors is considering options to support parents' efforts in transporting students to Hayden Canyon in future years.

Field work

- Hayden Canyon Charter students will participate in a myriad of field work experiences associated with their grade level expeditions.
- A student permission slip must be signed by a parent or guardian during registration, prior to student participation.

Dress (Pending Board approval of Expeditionary Gear)

Hayden Canyon Charter's first responsibility is the education of our students. Students are required to wear appropriate clothing that is conducive for sports, fieldwork and weather. HCC (recommends/requires) students wear school Expeditionary Gear--a selection of Columbia (or other brand) pants, shorts, and shirts with the HCC logo. (HCC is arranging for clothing to either be purchased online at Columbia's website using a checkout code for special pricing, and/or HCC will purchase clothing with grant funding from the supplier or other resource, and offer "at cost" to parents. Clothing also being considered includes SPF 30 +bug guard shirts, fleece vests, wind and rain jackets, and fleece jackets and sport/hiking skorts.)

Sturdy shoes for hiking are highly recommended and HCC's website has links to sites that carry many pricing options. Tennis shoes are an alternative to hiking footwear and should be worn during Physical Education. Flip flops should not be worn to school. HCC recommends all students have rubber rain boots or other waterproof boots. Appropriate gear for inclement weather/winter weather is required, as recess, field work, and science activities will carry on in spite of weather, unless extreme—high winds, temperatures in the teens, torrential rain, lightning...

If Expeditionary Gear is not board approved:

Student's clothing shall not be disruptive or distract from the educational process. Clothing displaying inappropriate/offensive writing or graphics is not allowed. Students are required to dress in appropriate attire without any under garments exposed, pants/shorts at hips, skirt and short length at or below student's fingertips with arms at sides, tank tops have wide straps not spaghetti straps. Clothing that includes but not limited to obscene, sexual, discriminatory, or drug/alcohol/tobacco related messages is not allowed.

Regardless of the manufacture all gang related attire/items such as clothing, jewelry, symbols, signs, images, insignias, emblems, badges or anything that would promote, encourage, display evidence of membership or affiliation of a gang during school hours or at any school activity is prohibitive All gang related, symbols, gestures, behavior will not be tolerated.

If a student is not wearing suitable clothing or is exposing personal body parts, they will be asked to correct the problem; if the student cannot or will not correct the problem their parent/guardian will be called. If the student's clothing is inappropriate for school activities or disruptive to the educational process, their parent/guardian will be called and asked to bring appropriate attire.

HOMEWORK POLICY—"Practice work," "Project work," Reading, and Blended Learning

Research indicates that parental involvement has a profound effect on student achievement and attitude. Parent/teacher/child partnerships are essential for student's success. Student work done at home may fall into one or more categories:

- o Practice Work—designed to reinforce the day's lesson—should be between 5 and 10 questions.
- Project work—any part of the creative, written and/or presentation part of an expeditionary project students are working to finsh either in draft or final form.
- Reading—Hayden Canyon Charter is considering using the Accelerated Reader program and always encourages students to read for enjoyment and discovery at home.
- Blended Learning—students may choose to access online resources at home, prior to working out the concept in class, to have an introductory exposure to ideas, and opportunities to practice with content. This enables students to realize what is challenging and prepare relevant questions for the next day's learning opportunity. Examples are working online math lessons using Khan Academy, working through an ELA concept using Learnzillion, or previewing a BrainPop video on a science concept, among others.

It is the goal of HCC to provide parent resources and links to online support for each subject area to empower you in being the best support to your student's success. Please connect with your child's teacher if you would like to request more resources or have questions about content! We are all in this together!! Parents should encourage and monitor their child's completion of work done at home. Children should be taught a routine for where and when to do their reading and work.

Situations may occur that practice work or other assignments taken home cannot be completed on time. If the student cannot complete work for any reason, students will be expected to make up or complete unfinished work. Communication between home and school is vital. If you have any questions about work done at home, or if your child is regularly having difficulty completing work brought home, please don't hesitate to bring it up with your child's teacher.

HCC's Comment:

• Work brought home is to be used for enrichment of mastering a subject matter. It is also meant to help students to enhance independent study skills and habits.

- Students will be provided time during school hours to complete or minimize practice and project work done at home.
- Teachers will attempt to avoid weekend and holiday assignments.
- Any work done at home will be assigned according to appropriate skill, age, and grade level.
- o Homework will not be used as a disciplinary measure.
- The teacher will instruct students so they may successfully accomplish the assigned task with minimal assistance from parents.
- o Parent supports will be in place, as written or online resources and provided with the students' practice or project work.
- o The teacher will communicate if a student is struggling with any particular subject, task, or behavior.

Parent's Comment:

- Provide assistance to student if necessary, allowing the student to complete the task at hand without the parent doing the work.
- Provide a quiet study place and time for student to complete assignments.
- Encourage student to be diligent in attempting to do their best, exceeding their last best effort, and embracing a growth mindset—that challenges exist and working through them causes us to be more than we were before.
- o Develop a regular routine, schedule for homework time and providing necessary tools to complete assignments.
- o Communicate with teacher if student is struggling with any subject matter/task.

Student's Comment:

- Before leaving the classroom makes sure he/she understands practice/project work/task to be completed.
- Understand the time frame that is required for the assignment/task to be completed and turned in.
- To know what materials, books etc. are needed to complete the assignment/task.
- Student will complete to the best of their ability carefully and neatly so it is legible and according to teacher's standards.

Library Resources for FREE!!

In order to provide more resources for our students, parents and teachers, HCC intends to establish a partnership with the Kootenai Public Library system.

- Parents should register their student(s) for a free library card at your local library
- Students will choose books online that will be delivered to HCC on a specified day each week by the regional library Bookmobile.
- Students can download the app "Overdrive," onto tablet devices and laptops, which is used to order and read free e-books. E-books can be read using the library platform, Kindle, and iBooks.
- By downloading the app "Flip" onto tablet devices, students have free access to magazines such as National Geographic Kids, Ranger Rick, Time, Sports Illustrated for Kids, etc... (and parents have many more options!!)
- Using their library card number, students can sign into Rosetta Stone and learn ANY language they offer for FREE—there is even a kidcentered app designed to increase phonic recognition and reading confidence!

Student-Led Conferences and Grades

Student Led Conferences

Teacher collected data such as performance on daily work, teacher observation, curriculum-based assessments and student attendance will be used in conjunction with other assessments to report student progress, and set goals.

- Goal setting conferences for students in Grades 1-8 with their parents and teachers are held at the **end of September/early October**.
- Kindergarten goal setting conferences are held in December.
- Student-led parent conferences are held in January and again in early June.
- Both the teacher and the parents may schedule a conference at any other time as needed. An Information Management System, such as Power School, will be accessible to students and parents to monitor student progress and increase communication between families and teachers.

Report Cards

Formal report cards are distributed at the end of each quarter of the school year. All students receive standards-based grading criteria along with the specific Hayden Canyon Charter character and learning attitudes expectations. Progress Reports may be used under teacher discretion to provide more information.

Student Safety and Health

SAFETY:

Keeping our students safe is our number one priority! As part of the registration process, a student's parent/guardian must provide written **emergency contact information** and provide HCC with all necessary information to be able to assist their child--emergency phone numbers, contact persons, or any special instructions; especially if the parent/legal guardian is not available.

Emergency Communication:

HCC plans to set up a text and email system with parent/guardian "opt-in" option to receive vital information on school emergency, closure, power outage, and snow days. The system will also be used to send reminders for upcoming school events. Snow days will be reported on the radio at KVNI-1080 AM, and through local news available online and on the television; KREM Channel 2, KXLY Channel 4, or KHQ Channel 6. These stations begin broadcasting school closures at 5:30 a.m., and text/email information will be sent out at that time as well. If school is closed, all school activities are cancelled as well.

Emergency Drills

Schools are required by law to perform and practice fire drills, lock downs and evacuation. HCC will comply with evacuation requirements and recommendations made by local the local fire and police agencies. HCC will also educate students on handling lock-in situations when there is a threat to safety outside the school building, such as wildlife on the school grounds (what an awesome privilege to share our school property with local moose and elk!) These drills constitute an important safety precaution. Evacuation plans/routes are posted in each room. Students will be apprised of the plan and are expected to respond to drills in an orderly fashion.

Campus Safety and School Wide Rules

Student behavior

- It is the students' responsibility to read and understand HCCS's expected behavior. In the case of smaller children teachers will read and explain expectations to them. We also ask parents to help enforce these expectations.
- Expectation for all students' conduct is that behavior reflects the core values and principals the school is built on; those of mutual respect, cooperation, collaboration, empathy and ethical character.
- Student conduct should support the educational process with optimal learning conditions in accordance to HCC policies and standards.
- Students shall not be allowed to interfere or disrupt another student's ability to learn or impede another's safety.

Student movement

- Students are not allowed in a classroom or out on the playground without adult supervision.
- In order to promote safety and to help prevent accidents from happening <u>please refrain from using your cell while dropping off or picking up your child.</u>
- All playground equipment whether portable or stationary is to be used appropriately and according to intended use.

Student Interaction

- Students are expected to treat each other as they would want to be treated, and to model kindness, and respectful communication.
- HCC will have a zero tolerance for any form of harassment.
- No one may jeopardize the safety or wellbeing of any person at school or on any part of school property or at any school sponsored activity.

Harassment will includes but not limited to, a person's race, ethnicity, color, religion, physical, mental, social, condition or educational
aspects. This includes, but not limited to teasing, bullying, malicious jesting/joking, verbal, written, inferred and gestures, any form of
communication including but not limited to any and all electronic devices, mechanical devices or hand written regardless of its origin.

Care of School Property

- Students are to treat school property with respect and take care not to damage any part of school property.
- School property is defined as any part of the school building property, grounds, furnishings or any materials belonging to the school.
- Students are responsible for the proper care of assigned materials, books, supplies, and furniture supplied by the school.
- Students who deface property or equipment will be required to pay for damage or replace the item and will be subject to disciplinary action.

Bicycles/Skateboards

- Within the Hayden Canyon neighborhood, biking is highly encouraged as a way to get to and from school. Students may not walk, bike or skateboard across Highway 95.
- All bicycles/skateboards ridden to school are to be kept at the bicycle rack.
- It is strongly recommended that students riding to school wear helmets
- It is also recommended all bicycles/skateboards are locked to the rack, or in a way to prevent theft.
- Individuals who choose to ride their bicycles/skateboards to HCC will be fully responsible for their equipment and bring them at their own risk.
- HCC will not be responsible for any damage or theft of any bicycle/skateboard.
- Bicycles/skateboards are not to be ridden on school property during school hours.

HEALTH:

It is essential that the school have up-to-date contact information at all times for each parent. HCC may not have a nurse on staff. We may not have space for keeping ill children at school for extended periods during the day. Even with a nurse, the first-aid care the school can provide is limited.

If a child is hurt or complains of illness:

- The teacher will send the student to the office.
- The parent/legal guardian will be called.
- HCC office staff and leadership team and nurse (if applicable) are trained in community First Aid and CPR—life saving measures will be
 employed if needed.
- Simple cuts or bruises will be treated by applying a bandage or ice to the injury; temperature may be taken if student is ill.
- The child will be kept in the office until the parent arrives to get the child.
- <u>In the event of an emergency, 911 will be contacted first, then the parent.</u> An ambulance may be dispatched prior to parent contact.

ADMINISTERING MEDICATIONS

No uncertified personnel or staff member shall administer any medication to a student without written permission from the legal guardian including specific written instructions of how to administer the medication, the proper dosage, and amount of times the medication is to be administered to the student per day on file in the school office. This includes over the counter medications. If a student is required to have medication of any sort at school, the parent/legal guardian will provide the medication. The medication must be in its original container with matching instructions.

The school office will inform the parent/guardian when the student is running low on required medication. It is the parent/guardian's responsibility to make sure the office is informed of all special needs of their child and receives all appropriate medications that their child is required to have.

In case of an emergency all staff personnel will take reasonable action to aid the student to the best of their ability and knowledge. The necessary certified professionals will be contacted in attempt to help aid the student.

Reporting of Contagious Illness

If a student in your child's class has a confirmed case of a contagious illness such as Strep, Mono, Chicken pox, Head Lice, certain strains of Flu, etc... HCC will follow through with mandated reporting requirements to parents, notifying that there is a confirmed case, and providing information on symptoms to look for and seeking treatment.

HEAD LICE

Head lice are very contagious and easily spread from direct or indirect contact with infected persons and /or infected personal items. If nits (egg cases) are present, the student will be excluded from the school until the student is "nit free."

Student Personal Belongings

Students are responsible for their personal belongings. The HCCS is not responsible for any theft, loss, or breakage of any student's personal belongings. This includes but not limited to: any electronic device, cell phones, tablets, games, toys, computers, CD players, MP3 players, iPods etc... Students are not to play on gaming devices while at school unless with the express permission of their teacher, i.e. as a part of a possible reward day, and a signed parent permission form.

Cell Phones, and Personal Tablets, Kindles and Laptops

It is HCC policy that student cell phone use for personal calls or texts is limited to before and after school, except with the express permission of their teacher in special circumstances. That being said, we believe HCC to be a school where respect is a habit of character, and students quickly establish and maintain that they are responsible and trustworthy. HCC is considering the use of personal smart phones, tablets, Kindles and/or laptops in class to increase student capacity for research, blended learning, creating presentations, real-time collaboration on projects, and other Information and Communication Technologies (ICT) uses. The board of directors will establish protocols for this type of technology use, providing agreements of use to parents and students to sign along with the schoolwide internet use policy.

Current personal technology policy:

- Students may have a cell phone on campus to make calls or text before and after school
- If a student chooses to use their cell phone during school hours without permission, it will be confiscated and held at the school office.
- The parent/legal guardian will be called and asked to pick the phone up. The phone will not be released to the student.
- If the infraction continues to occur, other disciplinary actions will be taken at the discretion of the administrator.
- In regard to plagiarism and cheating, if it is discovered that a student is using their cell phone or other technology to text, email, instant message, blog, or use social media to cheat on any quiz, test or exam, copy or knowingly plagiarize any material, the consequence may result in, but is not limited to, lowering of grade, loss of grade, loss of credit, loss of class, suspension, or expulsion.

• If a student needs to place a call during school hours, there is a student phone at the school office.

At Hayden Canyon, one of the foundational philosophies is that we are all crew, not passengers, we are for one another, we work hard to work out our differences, and we succeed individually when everyone succeeds. We strive to create a culture of respect, compassion, empathy, and encouragement. Therefore, **cyber bullying or harassment, in any form, across any type of media will not be tolerated,** and will result in confiscation of any personal technology used and immediate disciplinary action.

Classroom Conduct

The expectation is that each student at HCC is invested in being a part of the solution in creating an exceptional classroom environment. Students work to create a space where everyone feels accepted and acceptable for who they are, success is celebrated and students work together as crew, with the guidance of their leader, to overcome obstacles and turn them into opportunities. Behavior choices that are in conflict with these and other core values at HCC will result in consequences that afford students the opportunity to grow in areas of self-regulation, and depth of character. This holds all students accountable to the expectations they co-create as the crew with crew leader (teacher) in their class.

- Each classroom will be managed to create a learning environment in which excitement, engagement, inquiry, investigation and personal growth are all facilitated by teachers in such a way that each student has optimal opportunity to master the subject matter being taught and achieve personal success.
- Leaders and students will show respect to all individuals, school property, and personal property belonging to others.
- Teachers are empowered to maintain an appropriate learning environment for all members of the class. This a unique part of expeditionary students' educational experience-- the opportunity to be an active participant in the establishment of expectations, learning to regulate themselves, and experience democracy and citizenship responsibilities.
- Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained.
- Staff will manage student behaviors with redirection, reflection and refocus strategies.
- Staff members will encourage students resolve the conflict by including the following:
 - 1. Clearly state the problem,
 - 2. Generate options for correcting the problem,
 - 3. Select the solution.
 - 4. Follow up to be sure that the solution is working.

Internet Safety and Internet Use Policy

Safety

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. HCC has policies and procedures for computer usage as required by the Children's Internet Protection Act. All students are expected to follow and comply with HCC policies and standards.

If personal devices are allowed, each device will gain access to the internet only through the schools protected network, which has the highest level of filtering against inappropriate material. The same settings are in place on all school computers.

Internet Use Policy

In order to provide for a positive, productive educational experience, HCCS makes every effort to prevent student access to websites that may contain offensive or inappropriate material. Student use of such websites is expressly prohibited. Communications on the Internet are public in nature and files stored on the Internet should not be assumed to be private. HCCS will

- Set filters in place to block students from inappropriate material, and work to keep pace with changing technologies for these types of controls as much as possible
- Supervise and monitors students.
- Provides students with the understanding and skills needed to use technology in an appropriate manner.

The use of HCCS *technology is a privilege and not a right*. Technology is designed to be used as a tool to assist with the instructional objectives of the school. **Prohibited Uses of Technology** are listed on the Student Internet and Technology Agreement and can also be viewed online at the school's website www.hcc.org, under the Technology tab.

(To be viewed online if possible, or on the Internet Use Policy paper at registration):

Prohibited uses of Technology include, but are not limited to:

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Encouraging the use of or promoting the sale of controlled substances or drugs.

- Any attempt to harm or destroy data of another user, the network, any technology equipment, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the Board or their designee.
- Redistributing a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.
- Invading the privacy of individuals, revealing personal information of others or themselves, such as home address, or phone number.
- Logging in to the system using another user's account or password.
- Leaving an account open or unattended.
- Violating any local, state, or federal regulation or statute.
- Altering computer equipment as set up by the system administrator.
- Cyber bulling regardless of its origin.
 - o HCCS reserves the right to monitor all activity on the Internet.
 - HCCS reserves the right to block any material on the Internet.
 - o HCCS reserves the right to deny access to technology to any individual.

Security on the network is a high priority. The Administrator or designee has established procedures that will maximize system security. No warranties are made or given with respect to any service, any information, or any software contained within the Internet. Opinions, advice, services and all other information expressed by students, staff, information providers, service providers, or other third party personnel on the Internet provided by HCC are those of the individual and do not represent the position of HCC. Accounts which are inactive for more than 30 days may be removed by HCC along with the user's files without prior notice. HCCS staff is responsible for supervising student use of technology.

Student discipline for violation of any part of these rules and procedures shall be based on the student's age and the severity of the infraction. Student discipline may involve actions up to and including suspension and/or expulsion. Discipline of staff may involve actions up to and including termination. Perpetrators or their parents/guardians may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency.

Student Choices and Consequences—Disciplinary Actions

It is HCCS intent to help the student develop a positive attitude toward self-regulation and socially acceptable behavior. HCCS intends for students to grow toward self-discipline, to accept responsibility, and to learn to appreciate the rights of others. Discipline policies at HCCS are for the safety and wellbeing of all individuals on school property or at school activities.

- Disciplinary actions will always strive to match consequences that directly correlate with student choices, and may include, but are not limited to the following:
 - o time away from their desk or activity to reflect and refocus,
 - Refocus Forms which always include a parent communication at the 3rd form,
 - o written letters of apology,
 - o loss of privileges from school activities,
 - o work duty (assisting custodians with clean-up of a mess they are responsible for creating),
 - o restitution or replacement for property damage or stolen goods (from the school or individuals),
 - o parental conference with teacher/administrator,
 - o detention, suspension, or expulsion,
 - o and/or other disciplinary actions employed by the School Board, School Administrator or designee in order to protect individuals and school property.
 - o In case of unlawful acts, law enforcement may retain or arrest all parties involved.
- All discipline actions will conform to Idaho State Law or subsequent revisions of that code. All school employees and volunteers are expected to share the responsibility of supervising the behavior of students and for seeing that they abide by the established rules of conduct. Where student conduct is not covered by policy, adults are expected to exercise reasonable, professional judgment.
- For a comprehensive list of prohibited behaviors, see the school website under the heading Parents, Choices and Consequences (hyper link)

PROHIBITED BEHAVIOR (Are these sections necessary in the handbook or can they be posted online?)

HCC top priority is to provide a safe learning environment for your child. Students will be held accountable for their actions. Such causes for disciplinary consequences may include but not limited to:

o refusal to follow instructions,

- behavior that is disruptive to instructional effectiveness,
- habitual truancy/absences,
- being disrespectful,
- o inappropriate or offensive language/behavior, profanity,
- o bullying, vandalism,
- o possession of a weapon or object made or used as a weapon, drugs, alcohol, tobacco, controlled substance,
- \circ being under the influence of any controlled substance, drugs, alcohol, medications that are being abuse,
- o giving another individual a substance/medication that does not belong to them,
- any form of harassment or
- willful disobedience, being incorrigible,
- throwing objects including snow/ice,
- o fighting or starting a fight,
- o theft or vandalism of school property or of an individual's personal property,
- o behavior that is unhealthy, that is harmful or unsafe to another individual or property,
- o using a cell phone during school hours for calls/texts without permission,
- cyber bullying—includes but is not limited to using an electronic device/internet to bully, harass, slander, intimidate, and/or threaten regardless if it is indirect, orally or written, regardless of its origin; ill remarks or comments about a person's color, religion, race, gender, ethnic origin, age, academic skills or ability, physical or emotional disability

POLICY VIOLATION DEFINITIONS

Minor Violations shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year as necessary. Violations of any of school policies shall be met with disciplinary measures defined by the School Board or School Administrator. Any staff member may correct a student or Administrator of the school may apply the measures.

Major violations are defined as any illegal actions conducted on school property, that may jeopardize any individual, an individual's personal property, or any part of school property or during any school activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or assault. Any major violation will be reported immediately to school authority and/or local law enforcement and will result in the immediate disciplinary actions. Depending on the offense, consequences may include but not limited to suspension or expulsion of all parties involved, consequences will be enforced by the School Administrator or law enforcement.

SUSPENSION

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the School Administrator or designee. No person other than the School Administrator or designee or the School Board may suspend a student from HCCS.

Ground for suspension may include but not limited to the following:

A student may be suspended at the discretion of the School Administrator or designee for disciplinary reasons, or for other conduct that is disruptive or detrimental to the instructional process of the school, to the health or safety of any student, staff member or visitor or the general climate of the school. A student may also be suspended when, in the judgment of the School Administrator or designee the suspension is necessary for the health, welfare, or safety of the any individual at the school.

Suspension or expulsion will be at the discretion of the School Administrator or School Board a series of efforts may include but are not limited to the following steps:

- Step 1: Legal guardian notified of incident.
- Step 2: School Administrator intervention in addition to step 1.
- Step 3: Suspension with legal guardian notification in accordance with Idaho Code 33-205. Readmission will occur after a conference with student, legal guardian(s), and the School Administrator.
- Step 4: Expulsion in accordance with Idaho Code 33-205.
- Step 5: The School Board and/or the School Administrator shall have the right to deny re-enrollment for disciplinary or attendance reasons.

In the case of a major violation as defined above, the progression of the steps may be altered. Special Education students with disabilities will be treated in according to federal law Part B of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. No student shall be expelled nor denied enrollment without first receiving due process rights.

If a student that has been suspended or expelled from HCCS or another local school; that student is strictly forbidden to come onto any school property, to attend any HCCS school functions or activities until his/her suspension/expulsion has been satisfied/completed. If this violation occurs further consequence may occur at the discretion of the school administration, designee or School Board.

PERIOD OF SUSPENSION

A temporary suspension by the School Administrator or designee shall not exceed five (5) school days in length. Upon appeal to the School Board, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the School Board that immediate return to school by the temporarily suspended student would be detrimental to any other individual's health, safety, and welfare at the school.

EXPULSION

Only the Appeals Board, consisting of the School Administrator or his/her designee and the School Board, may expel a student. If a Special Education or Special Services student accumulate, or is likely to accumulate, more than ten (10) days of suspension in a school year, the students IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

Once expelled, a student is no longer enrolled in HCCS and is not allowed on any school property. Unless authorized by the School Administrator, School Board or designee. Their position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

RE-ENROLLMENT

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such re-enrollment must abide by the general enrollment guidelines for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given. Other standards or requirements may be set forth at the discretion of the School Administrator, designee, or school board.

Any student having been expelled or denied re-enrollment may be re-enrolled or readmitted to the HCCS by the School Board, School Administrator upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the School Administrator or the School Board from again expelling such student for cause. Other standards or requirements may be set forth at the discretion of the School Administrator, designee, or School Board.

If a student has been suspended or expelled from another school, private, charter or public HCCS reserves the right to deny the student enrollment to HCCS until the student's suspension/expulsion on been completed/served. This decision will be at the discretion of the School Administrator or School Board.

WEAPONS/DRUGS/ALCOHOL/TOBACCO

Items such as weapons or objects that are used or made as a weapon, drugs, alcohol, tobacco, or controlled substances are strictly forbidden on school property and/or at any school activity according to Idaho state code. Any student having in their possession any of the above items will be expelled for a period up to one (1) year for the date of violation(s). The Board of Directors or School Director reserves the right to deny reenrollment of such student. The Board of Directors or the School Director may modify the disciplinary actions given reasonable considerations to the circumstances and on a case by case basis.

In addition to policies adopted pursuant to Idaho Code 33-210, students may, at the discretion of the HCCS School Administrator School Board, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol, mood altering chemical or a controlled substance in violation of HCCS policy or section 37-2732C, Idaho Code.

The HCCS School Administrator or School Board shall ensure that procedures are developed for contacting law enforcement and the student's legal guardian regarding a student reasonably suspected of using or being under the influence of alcohol, mood altering chemical, or a controlled substance.

Legal Guardian Notification of Board of Direction Action: Legal guardian(s) will be notified by mail within 48 hours of the board hearing regarding the terms and conditions of the actions taken by the Board of Directors.

DEFINITIONS

Contraband: is any a substance or materials that are prohibited according to HCCS rules/policies in a student's possession.

Possession: includes but not limited to, on the person, in the person's clothing/shoe, lockers, backpacks, desk, computer file, cell phone, or if an individual has passed a prohibited object or material to another individual in attempt to conceal the object or material.

Reasonable suspicion: means any behavior, action, evidence, facts, information that gives the School Administrator or designee reason to believe or indicates that a serious violation has been committed, unlawful act, or that a student is attempt to conceal.

Probable Cause: a reasonable amount of suspicion, supported by circumstances sufficiently strong to justify a prudent and cautious person's belief that certain facts are probably true.

Assault: According to Idaho code assault is defined as any willful attempt or threat to inflict injury upon another person, when coupled with an apparent present ability to do so, and any intentional display of such as would give the individual reason to fear or expect immediate bodily harm. An assault may be committed without actually touching, or striking, or doing bodily harm to another person.

Battery: According to Idaho code battery is defined as the willful and unlawful use of force or violence, or the actual, intentional, and unlawful touching or striking against the will of another, or unlawfully and intentionally causing bodily harm.

If an assault, battery is committed towards another individual at school and/or on school property serious consequences will be applied to all partied involved with the violation.

NOTICE Students and legal guardian shall be informed of this policy at the beginning of each school year Legal Reference: Idaho Code Section 18-3302D

SEARCH & SEIZURE OF CONTRABAND OR ILLEGAL ITEMS

Search and seizure: If at any time a school official has reasonable suspicion or probable cause a student has possession of contraband or illegal items, then a search may be conducted among their personal belongings, backpack, coat jacket, purse, locker, desk, computer files, or cell phones may be subject to search and seize of any item that would be considered dangerous, illegal, unlawful or prohibited according to HCCS rules or polices. Such searches will be done in private, discreetly, by the appropriate gender, and witnessed by another adult. The student may be asked to remove their coat or shoes and empty their pockets or purse. Reasonable suspicion or probable cause indicates the need to protect or preserve the overall welfare of students or the educational process and discipline of the school.

USE OF DRUG DOGS

The school may elect to use Kootenai County Sheriff's department or City police at the discretion of the School Board, School Administrator or designee. The use of a drug dog shall comply with school policy and Idaho state law.

If a drug dog alerts to a person, place or thing, this constitutes reasonable suspicion/probable cause for the school officials, law enforcement, or school board to search the person, place or thing, i.e., lockers, personal items, back packs or vehicles. School officials may conduct a search without notice, consent, or a search warrant.

Sufficiency Review Cover Sheet Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments area provides space to identify data and other evidence that supports the rating. If the standard is not meet, comments for revisions or improvement are required. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The charter and amendments reflect a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Does Not Meet the Standard: The charter and amendments do not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt, the results of the review will be returned to the authorized representative submitting the amendments. If any of the amendment items do not meet the standard, those items need to be addressed and resubmitted to the Department for further review.

Once all of the amendments meet the defined standards, the next step is to submit the amendments and sufficiency review findings to an authorized chartering entity for review and consideration for approval.

Completion of the sufficiency review process does not ensure approval of the charter amendments, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Hayden Canyon Charter Sufficiency Review Team:

Michelle Clement Taylor - School Choice Coordinator
Julie Oberle – School Finance Coordinator
Matt McCarter – Student Engagement & Postsecondary Readiness Director
Tina Polishchuck – Advanced Opportunities Coordinator
Cina Lakey – Teacher Certification Coordinator
Shannon Haas – Ethics/Background Program Coordinator
Jeff Brandt – Special Populations Coordinator
Alissa Metzler – LEP/Title III Coordinator
Lynda Westfall – Child Nutrition Director
Alexandra McCann – Transportation Specialist
Jill Mathews – Family and Community Engagement Coordinator
Tyson Carter – School Improvement/Educator Effectiveness Coordinator

Cover Page

Proposed Charter School Name: Hayden Canyon Charter, An Expeditionary School of Arts & Sciences

District Location: Lakeland School District No. 272

Proposed Physical Location: 13782 N. Government Way, Hayden, ID 83835

Authorized Representative: Vernon L. Newby

Address: 12022 N. Forest Road, Hayden, ID 83835

Telephone: 208.929.1140 E-mail: vernonnewbyhcc@gmail.com

Alternative Contact: Sarah E. Washington-Halstead

Address: 22689 N. Ranch View Dr., Rathdrum, ID 83858

Telephone: 208.380.9025 E-mail: sehalsted3@gmail.com

Proposed Opening Date: Fall 2017

Proposed Grade Levels: Kindergarten through 8th grade

Initial Enrollment Goal: 209 – K-6

Focus of School: expeditionary learning

Date Submitted for Review: May 20, 2016

Date of Review Completion: June 20, 2016

Comment:

A majority of the standards are met. There are a few items that need revision and clarification. Please review the reviewer comments and notes. For items not meeting the standard, incorporate those comments into the revisions. For items meeting the standard, consider addressing the comments provided.

Use legislative format for the revisions. That includes <u>underlining</u> inserted text and strikethroughs for removed text.

Required Elements	Idaho Code			
Cover Page and Table of Contents				
Cover page must include the following information: Name of proposed charter school; School year petitioning to open; Name of school district affected; Where the building will be physically located; Contact information for authorized representative – including name, address, telephone, and email address. If the school is a virtual school that must be indicated, as well as the location of the main office.	08.03.01.401.01			
Meets Standard				
Table of Contents – page 2 of the petition. Include accurate page numbers for tabs, subjects, and appendices.	08.03.01.401.02			
Meets Standard				
Comments: It will be important to align the table of contents once revisions are made and the final draft is ready to submit to the potential authorizer.				
Tab 1 – Vision, Mission				
Executive Summary – succinct description of school concept; how success will be defined; community need and interest; motivation and collective qualification of petitioning group.				
Meets Standard				
Vision and Mission Statements	08.02.04.202 08.03.01.401.03			
Meets Standard				
Legislative Intent – include a description of which of the intent items the school will accomplish.				

Meets Standard

Comments:

The petition contains a very thorough and complete response. It is not necessary to address all of the intents for charter schools – just those that specifically apply or are a focus for the school.

Required Elements	Idaho Code		
Tab 2 – Proposed Operations, Legal Status			
Describe the proposed operation and potential effects of the school, including, but not limited to:			
 a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; c. the potential civil liability effects upon the school and its chartering entity; and d. anticipated enrollment. 			
Meets Standard			
Comments: On page 12 the reference to the "K-8 STEM Charter School" should be updated to North Idaho STEM. It is no longer a K-8 school. Also, including Anser Charter in Boise is odd because the school is so far away from Hayden Canyon. If a reference were included to the EL model Anser is using it might make more sense include them.			
Explanation of legal status of the school, including LEA status. References to Articles of Incorporation and Bylaws – inclusion in Appendices.			
Meets Standard			
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.			
Does Not Meet Standa	rd		
Comments: A detailed description of the attendance area with the names of specific streets serving as the boundaries needs to be included in the description of the attendance area. It is not clear from the map what the edges of the boundary are.			
Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.			
Meets Standard			
Tab 3 – Educational Program and School Goals			
Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a) 33-1612		
Meets Standard			

Required Elements	Idaho Code				
Explain how learning best occurs.					
Meets Standard					
Describe the school's educational program and goals. Include how the program and goals relate and support the vision and mission.	33-5205(3)(a)				
Meets Standard					
Describe how the educational program goals will be measured and the related data that will be collected.	33-5205(3)(a)				
Meets Standard					
Describe how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3)(a) 33-1612				
Meets Standard					
If the school will have grades 9-12, describe how the graduation requirements will align with the state requirements.					
Not Applicable					
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(r)				
Does Not Meet Standa	rd				

Does Not Meet Standard

Comments: Please review the Special Education Checklist at the end of the review. For items labeled "No" revisions are necessary.

Additionally, please review the following notes and consider addressing the comments:

NOTE 1: On Page 39 third paragraph down, "If a student is found to be eligible for special education services at the charter school, services will be provided for the student in one or more of the following ways." You then go on to explain the process that happen BEFORE the student is found to be eligible not after?

NOTE 2: On page 41 middle of the page you have Special Education, it appears to be the heading for LEP.

Describe the manner in which Limited Englis	h Proficiency services will be provided.
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33-1617 08.02.03.112(5)

Required Elements

Idaho Code

Does Not Meet Standard

Comments: Please review the Title III – Limited English Proficiency Program "Must Haves" list at the end of this document. It contains items that need to be included or revised in the document.

Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.

33-5205(3)(s) 33-203

Does Not Meet Standard

Comments: Dual enrollment was not included and needs to be regardless of the grades offered. The petition should address if students will be allowed to dual enroll for opportunities not offered and HCC. Additionally, information for 7th & 8th grades students interested in earning high school credit should be included.

Tab 4 – Measurable Standards, Accreditation, and Accountability

Identify measurable student educational standards (MSES) that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.

33-5205(3)(b)

Meets Standard

Identify the method by which student progress is to be measured in meeting the school's student educational standards.

33-5205(3)(c)

Meets Standard

Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.

33-5205(3)(d)

Meets Standard

Comments: Note: The IELA has been changed to the WIDA-Access assessment.

Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.

33-5205(3)(e) 08.02.02.140

Meets Standard

Describe the school's plan if it is ever identified as in need of school improvement through the state accountability system.

08.02.03.112 08.02.03.114

Meets Standard

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Idaho Code

Comments: With the changes through ESSA "either as a priority or focus school" is no longer applicable. That part of the first sentence in this section can be removed.

Tab 5 – Governance Structure, Parental Involvement, Audits

Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.

33-5205(3)(f)

Meets Standard

Describe the ethical standards to which the governing board of the public school will adhere. Note: Include specific ethical standards in the appendix – reviewed by authorizer.

33-5204A(2)

Meets Standard

Comments:

A copy of the Code of Ethics is included as an appendix.

Describe the process to be followed by the school to ensure parental involvement.

33-5205(3)(f)

Meets Standard

Describe the manner in which an annual audit of financials will be conducted and submitted to the authorizer.

33-5205(3)(I) 33-5206(7)

Meets Standard

Comments:

33-5205(3)(I): The manner in which annual audits of the financial operations of the public charter school are to be conducted. Page 16 states: An independent audit will be performed each year by an outside auditor (not affiliated with HCC). Page 52 states: Every year, HCC will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education.

33-5206(7): Each public charter school shall annually submit the audit of the fiscal operations and a copy of the accreditation report to the authorizing entity. As noted above, Pages 16 and 52 include statements that copies of the audit will be submitted to the authorizing entity and the SDE. Page 48 states: The accreditation report and/or self- evaluation will be submitted to the authorizer annually, as required by 33-5206(7).

Describe the manner in which the school will comply with the financial reporting requirements of section 33-701 (5-10); including the web-based expenditures reporting.

33-5210(3) 33-357

Meets Standard

Comments:

33-5210(3) – states the charter school will comply with IC 33-701, subsections 5-10:

33-701(5) – Publication of annual statement of financial condition

33-701(6) – Full and complete audit of the financial statements

33-701(7) – To file annually with the SDE such financial and statistical reports as the SOPI may require

33-701(8) – Destroying of claims or vouchers paid five years from the date the same was canceled and paid

33-701(9) – Review the school budget periodically and make appropriate budget adjustments; amended budgets shall be submitted to the SDE

33-701(10) – Invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code

Pages 52-53 state:

HCC will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish 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). (This section should just refer to 33-701(5) and the annual statement of financial condition. IC 33-701(6) is the audit, which is a very different report.) Such annual statements 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 school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will list develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, HCC 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). HCC will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).

HCC 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).

HCC will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

33-357 – Creation of internet based expenditures website

Page 52 states: The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will list develop and maintain an expenditures website as required by Idaho Code Section 33-357. (I believe the inclusion of "list" is a typo.)

Tab 6 – Employee Requirements

Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education. Administrators/principals/heads of school must be certified as administrators.

33-5205(3)(g) 33-5204A(1)

Meets Standard

Does Not Meet Standard

Required Elements	Idaho Code		
Comments: The authorization of ESSA has changed the requirements related to highly qualified status. This section should be revised to say:			
HCC's full time and part time staff will meet or exceed qualifications required by state law. All in shall be appropriately certified teachers as required by Idaho Code Section 33-5205(3)(g) and Administrators will be appropriately certified as administrators.			
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130		
Meets Standard			
Describe the manner in which every person who serves in the charter school will comply with the professional codes and standards approved by the state board of education.	33-5204A(1)		
Meets Standard			
Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.			
Meets Standard			
Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI) Federal Social Security Worker's Compensation Insurance	33-5205(3)(n)		
Meets Standard			
Comments:			
It is unclear why there is a "V" included in the Employee Benefits heading.			
Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.			
Meets Standard			
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.			
Meets Standard			

10 of 20 6/20/2016

Comments: Legislation taking effect on July 1, 2016 allows charter schools to use forms other than those approved by the state Superintendent. That portion of the sentence may be removed.

Required Elements	Idaho Code			
Describe the procedures the school will follow to ensure the health and safety of students and staff.				
Does Not Meet Standa	nrd			
Comments: Please provide details regarding how policies will be developed in accordance with the school's mission. Simply stating policy will be developed in the required areas is insufficient. Provide me on the defining features of the policies reflect the school's culture.				
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(I) 33-205			
Meets Standard				
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.				
Meets Standard				
Tab 7 – Admissions, Discipline, Student Policies				
Discuss the total enrollment of the charter school. Include the initial enrollment for the school; enrollment by grade – including the number of classes per grade; enrollment capacity; and the growth plan for the school.	33-5205(3)(k)			
Meets Standard				
Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation.	33-5205(3)(k)			
Does Not Meet Standard				
Comments: The enrollment preferences are not included for the initial year and need to be.				
Describe how waiting lists will be developed, maintained, and renewed annually.	33-5205(3)(k)			
Meets Standard				
Comments:				
Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. (Only applicable if the school is a conversion of an existing traditional public school.)				
Not Applicable				

	T			
Required Elements	Idaho Code			
Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.				
Meets Standard				
Describe the school's plan for denial of attendance to any student who is or has been: An habitual truant, Incorrigible, Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, Detrimental to the health and safety of the other students, or Expelled from any other school district or state.	33-5205(3)(i) 33-205 33-206			
Meets Standard				
Include a draft student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook. Note: The handbook should be included in the Appendices.				
Meets Standard				
Comments:				

This section meets the standard. It is recommended that the handbook be posted on the school website for continuous access.

Tab 8 – Business Plan, Transportation, School Lunch			
A detailed business plan including: Business description Marketing plan Management plan Financial oversight plan Pre-opening plan and timeline (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review need to be addressed before submitting to the authorizer.)	08.02.04.202 08.03.01.401.10		
Meets Standard			
Describe the school's proposal for transportation services including first year costs. Note: The budget should reflect estimated costs.			
Does Not Meet Standard			

Comments:

The wording in this section raises a number of questions that need to be addressed or cleaned up.

- The statement "HCC will not offer busing services for students until buss services are deemed financial feasible..." is vague and does not meet the requirement of providing transportation where practicable.
- It is unclear how the amount for the cost and reimbursement was determined.
- Does the bare-backbone route from major population areas mean that some areas would not be served?
- Does "contracting with other bus fleet owners" mean other schools districts, charters or someone else?
- HCC will explore various options for student transportation... is acceptable for the first year, but beyond that transportation is expected.
- HCC will provide student transport according to ID Code 33-1510 should reference 33-5205 & 33-5208. It would be better to say "all appropriate laws, rules, regulations, and policies."

Describe the school's proposal for a school lunch program, including how the eligibility determinations for free and reduced price meals will be made.

08.02.04.202 08.03.01.401.10c

Does Not Meet Standard

Comments: The application states the school will collect free and reduced applications during the enrollment process. If this is prior to July 1 of any year, they cannot collect applications so far in advance of the school year. Using restaurants is concerning, since the one I have dealt with has difficult following program regulations.

They also say they will participate in the Fresh Fruit and Vegetable program, however without knowing how many free and reduced they will enroll – they may not be able to apply.

Says will adopt state wellness policy

Also need a Code of Ethics and Procurement Policies following 2 CFR 200, Allowable and Unallowable Cost Guidance in Federal Programs.

Tab 9 – Virtual Schools and Online Programs – Not Applicable

Tab 10 – Business Arrangements, Community Involvement, School Closure

Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.

(Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)

08.03.01.401.10

Meets Standard

Required Elements	Idaho Code				
Describe the school's plan for termination of the charter by the board of directors, to include: Identification of who is responsible for dissolution of the charter school; A description of how payment to creditors will be handled; Plan for final independent fiscal audit A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and A procedure for transferring personnel records to the employees. A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.	33-5205 (3) (v) 33-5206 (9) 33-5212				
Meets Standard					
Tab 11 – Professional-Technical Regional Public Charter Schools – Not Applicable	е				
Appendices					
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)				
Meets Standard					
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.					
Meets Standard					
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)				
Does Not Meet Standard					
Comments: Without specific street boundaries for the charter school it is difficult to determine if all of the signatures on the petition. The individuals who sign the petition must live within the attendance area of the school, not just within the two districts. If the attendance area is both of the districts then all of the names approved by Kootenai County can be used.					
Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education.	33-5211(3)				
Meets Standard					
Resumes of the directors of the nonprofit Corporation, including references (Note: Required by authorizers – not thoroughly reviewed by department.)	08.03.01.401.13				
Meets Standard					

Required Elements	Idaho Code	
Copies of any contracts or lease agreements. (Note: Required by authorizers – not reviewed by department.)	08.03.01.401.13	
Meets Standard		
Start-up budget with assumptions form and supporting documentation. (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)	08.03.01.401.13	
Meets Standard		
Completed three year operating budget form – submitted in IFARMs format and format as required by authorizer. (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)	08.03.01.401.13	
Meets Standard		
Comments: The total revenue amounts for the breakeven budget do not match between the floudget and the "financial summary" section of the budget. This should be updated before submit authorizer.	. •	
First year month-by-month cash flow form. (Note: Required by authorizers – not thoroughly reviewed by department.)	08.03.01.401.13	
Meets Standard		
Pre-opening Timeline (Note: Required by authorizers – not reviewed by department.)	08.03.01.401.13	
Meets Standard		
Note: The New Charter School Bootcamp for 2017 is scheduled for April 27 & 28, 2017. This could be added to the timeline.		
Draft Student Handbook	33-5205(3)(m)	
Meets Standard		

Special Education Sufficiency Review Checklist

This is a checklist of Special Education services or items to include when describing the special education program in the new public charter school. It is provided as a tool to assist charter petitioners as they consider the continuum of services public schools provide, required by the Individual with Disabilities Education Act. Items included below should be discussed in the body of the petition.

Addressed				
in petition	Special Education Item			
Addressed				
in petition	Special Education Item			
Yes	Idaho State Special Education Manual Plan to adopt Idaho Special Education Manual from State Department of Education 1 st Review: Adequately Addressed. You mention this both on page 38 in the opening paragraph and again in the second paragraph. The second paragraph speaks of adoptions and future changes			
No	so you should consider keeping this one. Physical facilities; Ensure that facilities are appropriately accessible to permit access by students, parents, staff, and patrons with disabilities.			
No	1st Review: Please address how you will handle accessibility issues for parents, visitors etc. Special Education Staff/Teacher; Plan to hire Special Ed Teacher/Coordinator 1st Review: On the top of page 39 you hiring "at least a 1.0 FTE" but do not indicate whether this is a SPED teacher.			
No	Child Find; SPED Manual	Chapter 3		
	A child with a suspected	disability		
	How to locate students		Referra	al to consider SPED evaluation
	Public awareness		Evaluat	tion Team
	Screening		Referra	al to consider SPED
	Problem solving team			
	1st Review: NO. (Please see Note 1 below.) You've addressed most of child find, please include your screening process for all students, how you will inform the local community that your provide services etc.			
<mark>No</mark>	Determine eligibility; SPED Manual Chapter 4 Evaluation team, it purpose and make up Three prongs to be eligible for services			
	Written notice and consent for assessment Determining student eligibility under IDEA; an evaluation team (which includes educators and parent and/or adult student) reviews information from multiple sources including, but not lim to, general education interventions, formal and informal assessments, and progress in the ge curriculum. 1st Review: Page 40 bullet 1 – First sentence "HCC will form a multidisciplinary team to consi each student's eligibility for Special Education." Do you mean each student that attends the charter? Please address the role of the "educators" on the team. Example, administrator, sch psych etc. Is the multidisciplinary team the same as the eligibility team?			ultiple sources including, but not limited ssessments, and progress in the general
				ean each student that attends the team. Example, administrator, school
Yes	IEP Process; SPED Manua Individualized Education I	Program		
	· ·	• • • • • • • • • • • • • • • • • • • •		eam made up of parents and school
	1 *		_	r a student with a disability.
	This document is developed, reviewed and revised at an IEP meeting at least annually			P meeting at least annually
	IEP Team; SPED Manual C	`hanter 5		Responsibilities:
			riata\	
	General Education Teacher	Student (when approp	riate)	Developing the IEP
	Special Education Teacher	District Representatio	n	Determining Placement
	Parents	Other Knowledgeable		Reviewing and Revising IEP and
	1			<u> </u>

	Persons		placement.			
	1 st Review: Adequately Addressed (Please Note: IEP stands for Individualized Education Program. I could not any information on the ELS model for SPED students, could you share more detail or a link to additional information?)					
Yes	Related Services; SPED Manual Chapter 5 (E) Plan to contract/hire related services to meet IEP requirements i.e.; SLP, OT, PT, School Psych. Etc. Contractual arrangements: IEP team determines that the student's academic needs cannot be met on site, contract with another agency to provide those services. The charter is responsible to continue to monitor student progress. 1st Review: Adequately Addressed.					
No	Supplementary Aids, Services; SPED M General education curriculum adaptio who's IEP requires it; even if others ar technology, extended school year, and 1 st Review: Not Adequately Addressed	ns and/or adapta e not transporte d special conside	ations, transportation for those students d, extended school year, assistive			
No	Least Restrictive Environment (LRE); SPED Manual Chapter 6 IDEA requires students with disabilities be educated with students who are nondisabled to the maximum extent appropriate, continuum of services, variety of education environments such a general education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc. Provide Continuum of Services; the continuum of setting includes for example (this is not a					
	complete list) general education class replacement curriculum, behavioral su determining appropriate settings and	ses, special classe upports, making services for a stu continuum of alt	es, resource room for direct instruction or provision for supplemental services, etc. In ident with a disability, the IEP team shall ernate placements and related services			
No	Discipline of student under IDEA; SPED Continuum of services Suspensions Change of placement 1st Review: This section needs to be 6	Pro Ma Bel expanded upon t	r 12 poiding FAPE (SPED Manual Chapter 2) unifestation determination havior intervention plan o address the items above. You mention ould only be necessary if disciplinary actions			
Yes	Confidentiality; Explain plans to protect student and p Explain plans to protect the confidenti Yes: Adequately addressed	_	ly identifiable information			
Yes	Research Based Curriculum; Use of supplemental and replacement scientifically research based curriculur 1st Review: Adequately Addressed.		ch disabilities, requires curriculum that is reased accountability.			

TITLE III-LIMITED ENGLISH PROFICIENCY PROGRAMS

CHARTER SCHOOL "MUST-HAVES"

Meeting the Office of Civil Rights (OCR) Requirements

In determining whether a recipient's program for LEP students complies with Title VI of the Civil Rights Act of 1964, OCR has used the standard set forth in Castaneda v. Pickard, 648 F. 2d 989 (5th Cir. 1981). Under this standard, a program for LEP students is acceptable if:

- (1) The school system is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy [A Sound Approach];
- (2) The programs and practices actually used by [the] school system are reasonably calculated to implement effectively the educational theory adopted by the school [Reasonable Implementation];
- (3) The school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome [Evaluate for Outcomes]. Id. at 1009-10.
- o There is no evidence that HCC has a Language instructional education program (LIEP) that is informed by sound educational theory to serve their EL population.

LEP Student Identification Process

- What process will be in place to appropriately identify students for LEP program services?
 (i.e., Home Language Survey (HLS), Idaho ELL Placement Test)
 - HCC indicates they will administer a home language survey and does indicate that this
 is practice for ALL students upon enrollment. There is no assigned responsibility for
 the administration of this task and/or who will evaluate the HLSs to determine which
 students may need to be screened for English Language Proficiency (ELP).

Program Model & Instructional Approaches

- What program model will the charter use to provide services to English Learners (ELs)? (i.e., dual immersion bilingual, pull-out, co-teaching)
 - o HCC does not indicate an instructional model for use with ELs
- What instructional approaches will be used to teach English and academic content to ELs?
 (i.e., sheltered instruction, Project GLAD strategies)
 - HCC does not indicate an instructional approach for use to teach English and academic content to ELs.

Curriculum & Resources

- What curriculum will the charter use to teach English language development?
 - No specific English language development (ELD) curriculum is mentioned.
- What resources will the charter use to support English language development?
 - No specific English language development (ELD) resources are mentioned.
- How will the charter ensure ELs are able to access the academic content areas?
 - HCC indicates that "Target growth objectives, intermediate and annual goals will drive the instruction based on student need" but does not offer any details on how those instructional services are delivered or how they will enable ELs to access the academic content areas.
- How will the charter incorporate the English Language Development (ELD) Standards into content area instruction?
 - o There is no mention of the WIDA ELD standards in relation to instruction in the current proposal.

Teacher Quality

- Who will be provided English language development services to ELs? Be sure to describe the qualifications of the person(s) who will be delivering the services to ELs.
 - o HCC indicates that ELs "will be continuously monitored by staff" but does not indicate as to what staff personnel hold this responsibility or how that individual(s) is qualified and/or trained to meet the unique instructional needs of English learners in both content and EL instruction.

Professional Development Plan

- What is the charter's plan to provide professional development specific to meeting the needs of ELs to ALL staff?
 - HCC does not address professional development specific to English learners for any staff
- What specific professional development will be provided? (i.e., SIOP, Project GLAD, MTI)
 - No EL specific PD is mentioned

Linguistic & Academic Assessment

- What assessments will be used to determine the linguistic and academic progress of ELs? (i.e., WIDA Assessments, ISAT, IELA, LAS-Links, IPT, local tests, teacher feedback). Assessments should be both formative and summative.
 - O HCC indicates that students will be administered the IELA test. Idaho no longer administers the IELA assessment since school year 14-15. In school year 15-16 Idaho joined the WIDA consortium and fully adopted the WIDA suite of assessments including the annual summative assessment for English Language Proficiency, ACCESS 2.0. WIDA-ACCESS Placement Test (W-APT) is the newly adopted state English language proficiency assessment screener, used in the initial identification of English learners.
 - There is no mention of who the responsibility for becoming a trained WIDA assessment administrator/proctor falls upon in the event that an incoming student needs to be screened for ELP (all WIDA assessments require that the administrator/proctor has received, gone through, and passed certification requirements in order to administer the assessment(s)).
- Who will be responsible for ensuring ELs are given appropriate accommodations and have an Educational Learning Plan (ELP) on file?
 - o There is not mention of ELP plans for EL students needing accommodations on content assessments or content instruction.

Exiting & Monitoring LEP Students

- How will the charter determine when an EL is ready to exit the LEP program?
 - Exit criteria is not detailed in this proposal. Idaho's exit criteria can be found on the EL Program Department Page, under Resources. Students cannot be exited from the LIEP until they have met the Idaho exit criteria on the annual summative assessment ACCESS 2.0.
- Explain how the charter will monitor exited students for the required two years. (i.e., how often, what data will be looked at, who will monitor)
 - HCC indicates "Students identified in an LEP program will be continuously monitored by staff for the required minimum of 2 years, when the students will either be exited or re-classified into an updated program. Data will be collected from the Placement Test, State Standardized Assessment data, grades, teacher referrals, previous LEP

services and LEP Instructor recommendations." Once students meet the Idaho exit criteria and have been exited into a monitoring status (LEP Status in ISEE as X1) students remain in monitoring status (Exit year 1, X1; Exit year 2, X2) for two years for accountability purposes. Monitoring status <u>does not begin</u> until students have met the Idaho exit criteria and have been exited from the district LIEP.

- o What will be the process for "Re-classifying" students into the LEP program?
 - o Reclassification of exited students back into an LIEP is not detailed in this proposal.

Parent Involvement

- How will the charter involve parents/family of ELs in meaningful ways? This should include
 how parents will be involved in the development, implementation and evaluation of the LEP
 program.
 - Parent involvement is briefly mentioned to indicate that parents "will be heavily involved in the process for determining the best educational course of action for their students". There is no mention of how parents will be involved in the creation, implementation, or evaluation of the district LEIP.
- What is the charter's plan for providing translation and interpreting services to parents when necessary?
 - HCC does indicate that "If parents do not speak English proficiently, an interpreter will be provided."

Program Evaluation, Review & Improvement

- Describe the process for annually evaluating the LIEP program's effectiveness.
 - o There is no mention of an LIEP program effectiveness evaluation.
- Who will be responsible for evaluation of the LIEP program?
 - There is no mention of an LIEP program effectiveness evaluation or who is responsible for it.
- What data will be reviewed to inform changes to the program?
 - o There is no mention of an LIEP program effectiveness evaluation or the data that will be collected to evaluate effectiveness.
- What plan does the charter have in place to ensure necessary changes to the program happen quickly and effectively?
 - o There is no mention of an LIEP program effectiveness evaluation.

Additional Comments:

- 1. Concerns that Limited English Proficiency is mentioned as "Special Education" EL program and services are not Special Education.
- 2. Consider updating all limited English proficiency (LEP) references to English learner (EL) to update with current legislation references.



SHERRI YBARRA SUPERINTENDENT OF PUBLIC INSTRUCTION

650 W. STATE STREET P.O. BOX 83720 BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800 FAX: 208-334-2228 SPEECH/HEARING IMPAIRED: 1-800-377-3529 July 11, 2016

Vernon L. Newby, Authorized Representative Hayden Canyon Charter 12022 N. Forest Road Hayden, ID 83835

Dear Mr. Newby,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). On behalf of Superintendent Sherri Ybarra, the Sufficiency Review Committee at the Idaho Department of Education has reviewed the petition for a charter school submitted by Hayden Canyon Charter. This review was to ensure that the petition contains the required information and meet the legal requirements of Section 33-5205, Idaho Code. Additionally, the review is designed to help with the creation of high quality charter schools

The findings of the State Department of Education are outlined in the enclosed document. Based on the review, the proposed petition meets the established standards and legal requirements. The petition should be revised to remove the strikethrough text. Additionally, the underlining should be removed on the added text. Finally, the Sufficiency Review should be added to the petition as an appendix.

Now that the Sufficiency Review is complete, the petition must be submitted to the Lakeland board of trustees, since that is where the proposed charter school will be located. Legislation enacted in 2008 requires school districts to make serious consideration of proposed charter schools before approving, denying or forwarding the petition to the Charter Commission.

If you have any questions regarding these findings or comments, please contact me at (208) 332-6963.

Sincerely,

Michelle Clement Taylor, School Choice Coordinator

Muhelle Climent Taylor

Enclosure: Idaho State Department of Education Sufficiency Review



LAKELAND JOINT SCHOOL DISTRICT #272 15506 N. Washington Street P.O. Box 39 Rathdrum, Idaho 83858

Phone: 208.687.0431

Web: lakeland272.org

July 11, 2016

Alison Redman Henken, MPP Charter Schools Program Manager Idaho Public Charter School Commission 650 W. State St. PO Box 83720 Boise, Idaho 83720-0037 via email: alison.henken@osbe.idaho.gov

RE: Proposed Hayden Canyon Charter, An Expeditionary School of Arts & Sciences (HCC)

Dear Ms. Henken,

A petition for the cstablishment of the above referenced charter school has been re-submitted and reviewed by the Lakeland School District (LSD). As indicated previously in our letter dated July 9, 2014, it is our understanding according to Idaho Code Section 335205 1.C there are three possible options for the Board in considering authorization. They are: 1) approve the petition; 2) deny the petition; 3) refer it to the Idaho State Public Charter School Commission. At the LSD Board Meeting held on July 11, 2016 the Board unanimously voted to confirm its previous decision to not be HCC's authorizer and referred the petition onto the Idaho Public Charter School Commission for consideration.

Lakeland School District based on its due diligence has declined being HCC's authorizer for various reasons including concerns regarding financial, administrative responsibility and liability considerations. LSD early on in this process also came to the conclusion that the possibility of establishing its own elementary school at this site would not be feasible because of its somewhat removed location at the outer perimeter of our district boundary.

Please feel free to contact us with any questions or comments or if you need additional information.

Sincerely,

Mr. Larry Brown, Chairman

Lakeland Joint School District No. 272

Cc: Mr. Vernon Newby, President

Hayden Canyon Charter Board of Directors

vernonnewbyhcc@gmail.com

PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC ADOPTED ON FEBRUARY 13, 2014

	in Charter School, Inc.
C office: <u>8/1/2016</u>	Date "considered received": 8/9/2016
•	pout the financial and administrative responsibility of buld not be a feasible site for an elementary school.)
<u>c</u>	cause they were concerned al

Using the Public Charter School Petition Evaluation Rubric

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

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

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

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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.	Please confirm with your legal counsel that the use of "Expeditionary School" is not trademarked. An existing PCSC-authorized charter school was recently required to change their name because it included "Expeditionary Learning."
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.		The hyperlinks in the table of contents are not working properly.

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Tab 1	Tab 1							
See ID	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.		In discussion with the Coeur d'Alene Superintendent, it appears that the local schoolaged population is growing. However the majority of that growth is occurring in NW Coeur d'Alene and in Post Falls, which are significantly outside of the attendance area for HCC. Since HCC does not plan to provide busing in the first year and because the population growth is occurring in another part of town, how does the school plan to recruit and retain these students? Would the school consider expanding its attendance boundaries to include these heavily populated and growing areas? Alternatively, would the school consider a different location closer to the population/growth center? The role of the HCC Board of Advisors is unclear. Please summarize here and provide more details in Tab 5 about the role of the advisors.			
Vision and Mission	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	The vision statement includes multiple different learning approaches and goals that seem to stray from the expeditionary learning focus.			

Mission statement is not	Mission statement does not	Mission statement focuses on	Research is cited to support	
provided.	focus on educational	high-quality educational	the outcomes and	
	outcomes or is unlikely to	outcomes as is likely to result	expectations identified in the	
	result in increased student	in increased student	mission statement.	
	achievement.	achievement.		

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Tab 2	Tab 2						
See ID	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.	Please provide detailed student demographics (including percentages) of existing Hayden public schools. What are the anticipated demographics of HCC? Expectations for enrollment are quite high, especially in an area that has not yet been developed. No other PCSC-authorized, K-8 school (including those in larger metropolitan areas) has reached an enrollment of over 800 students. HCC is strongly advised to consider whether this plan is realistic. It is also important to explain how the model would be affected by transitioning from a small to a large school. Please correct all references to the authorizing body, which should be the Idaho Public Charter School Commission, not the State Board of Education.		

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.	How long will it take to build out the development to the point that its population has the potential to fill the school?
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.	PCSC staff is concerned that the population residing in the primary attendance area, a very limited area, will not be representative of the broader metropolitan area. It appears that most of the units in Hayden Canyon will be priced from \$250k - \$750k, well above the median range for homes in the area. We strongly recommend that you consider broadening your attendance area, as well as the possibility of locating the school elsewhere.

	Level of market interest in	Level of market interest in the	Petition sufficiently	Aggregate demographic data	While there is demonstrated
	the school is not addressed.	school is insufficient or	demonstrates and documents	regarding families interested	interest/demand for the
		insufficiently demonstrated.	interest in and demand for	in enrollment is included by	school, all of the interested
		•	the school.	reference to the appendix.	families listed in the petition
					are from outside of the
					primary attendance area. The
					primary attendance area
					itself does not yet have any
					residents. Why locate the
					school in an area in which
					there is no demonstrated
					need/demand?
					Also, please keep in mind that
					once these students, who
					reside outside of the primary
					attendance area, are enrolled
					in the school they will have
					guaranteed spots for
					subsequent years as
					returning students. Their
					siblings will also have
					enrollment preference over
					those who reside in the
					primary attendance area.
	Petition does not include a	Petition includes a facilities	Petition includes a facilities	Petition includes a facilities	There are no summaries of
	facilities summary or	summary and appropriate	summary and appropriate	summary and appropriate	options 2 and 3 in Tab 2.
≥	references to appropriate	references to appendices, but	references to appendices	references to appendices.	
Шa	appendices with facilities	summary is vague or	with details. Facilities	Facilities summary includes	Currently there is no
Ξ	options details.	incomplete.	summary includes basic	clear, concise information	guaranteed commitment by
S			information about the three	about the facility options	the YMCA to open a new
Facilities Summary			facility options and a	including location and total	facility in Hayden Canyon.
			reference to the facility	projected cost, and a plan for	The YMCA stated only that
Fac			details included in the	how alternative spaces will	they would consider the
			appendices (using the PCSC	be identified if any of	proposal.
			Facility Options Template).	proposed options become	
				unfeasible.	

	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and	Organization chart is provided to illustrate	The explanation of the role of the Education Director/Lead
Admin Services			appropriate for school size.	administrative structure.	Instructor is unclear. Please clarify which positions will be implemented, the time frame
					for implementation, and what responsibilities those positions will have.
	Potential civil liability effects	Potential civil liability effects	Potential civil liability effects		Please eliminate references
Civil	are not addressed.	require additional clarification	on the school, authorizer, and		to the PCSC having liability for
Civil		or explanation.	local district(s) are clearly		the obligations of HCC.
Lis			addressed and in compliance		
			with statute.		
(I)	A list of the types of	The petition lists the types of	The petition lists all the types	The petition commits to	
ü	insurance to be obtained is	insurance that will be	of insurance that must be	obtaining Errors and	
nsurance	not provided.	provided, but omits one or	provided.	Omissions insurance, which is	
nsı		more required policies.		recommended but not	
_				required.	

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Tab 3	Tab 3						
See ID	APA 08.03.01.401.05						
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments		
Educational Philosophy	Description of "educated person" is not included.	Description of "educated person" does not clearly relate to school's vision, mission, and/or instructional model.	Description of "educated person" clearly relates to school's vision, mission, and instructional model.	Description of "educated person" is supported by research.	There appear to be several different educational approaches that are incorporated into this description. (Expeditionary learning, blended learning, STEM) This raises concern that the school will not be able to implement any of the approaches well. We recommend that the founders consider narrowing their focus in order to ensure a cohesive, well-implemented model with properly trained teachers. Narrowing the school's focus does not preclude the use of additional methods later on, when the school is ready.		
	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.		The addition of blended learning and 21st century competencies seems out of place. Also, it is not clear how much of the petition is lifted directly from EL and how much is in the own words of the petitioners.		
Educa	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.	While there is significant description of the EL model throughout the section, there is little content explaining how HCC will effectively implement the EL model. These types of model programs are seldom, if ever, identical at every school, and utilizing a good educational program does not automatically ensure successful implementation. Given that EL will not be directly supporting the school, please explain the steps that will be taken to ensure that the model is implemented effectively. Please also describe how the middle school program will be implemented.
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.	Please provide additional explanation of how expeditionary learning will be modified for a 4-day-week.

	-1 ···· (1 ·	T		TI ICATI CDAC:
The petition does not address	The petition reflects	The petition reflects a strong	The petition includes a	The ISAT by SBAC is not
Common Core and/or the	incomplete understanding of	understanding of Common	specific plan and timeline for	formally referred to as ISAT
Idaho State Standards.	Common Core and/or the	Core and the Idaho State	ensuring alignment of the	2.0. To avoid confusion,
	Idaho State Standards. The	Standards. The petition	educational program with	please eliminate references
	petition fails to address how	addresses the means by	Common Core and the Idaho	to ISAT 2.0 and refer to ISAT
	the school will ensure its	which the educational	State Standards.	instead.
	educational program will align	program will align with		
	with Common Core and the	Common Core and the Idaho		
	Idaho State Standards or, if the	State Standards or, if the		
	school is choosing not to align	school is choosing not to align		
	to some or all of the standards,	to some or all of the		
	fails to provide clear, detailed	standards, provides clear,		
	plans regarding how the school	detailed plans regarding how		
	will adequately prepare	the school will adequately		
	students for standardized	prepare students for		
	testing.	standardized testing.		
Curriculum framework is not	Curriculum framework is	Curriculum framework is		The emphasis on technology
provided.	addressed, but incomplete or	clear and aligned with		appear to be out of place in
	poorly aligned with mission	mission and goals.		an EL school. This isn't to say
	and goals.			that technology can't be
				used, but rather that the
				founders should consider
				narrowing their primary
				focus to one or the other.
				Alternatively, if this is the
				intent, please explain how
				HCC will create a
				technology-based EL model.
				Blended learning doesn't
				appear to mesh with EL; that
				is, pre-fabricated software in
				a subject area is unlikely to
				contribute meaningfully to
				expeditions.
Graduation requirements are		If proposed school will offer		Not applicable.
not adequately addressed.		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.	The goals need clarity and more specific outcomes related to the mission and vision of the school. What, specifically, defines success of HCC?
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.		
Educ Thoroughn	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.		
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.		
Special Education Services	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.		For a school of this size, we would expect to see at least one FTE special education teacher or coordinator. The budgets currently include no such expenditure. In the first year of operations, if HCC enrolls a typical percentage of SPED students, there will be a full caseload for at least one full-time SPED teacher.
Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is noncompliant.	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.	The school must allow its students to dually enroll at other public schools.

Tab 4	Tab 4						
See IDAPA 08.03.01.401.06							
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments		
ent 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.		It is unclear whether the goals included in the testing section of Tab 4 are intended to be the MSES. This section should provide a defined list of standards that HCC intends to meet. That is, the MSES should make clear what outcomes the PCSC should expect the school to produce.		
Measurable Student	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.	See note above.		

	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.		There is a plan to report data to the SDE and the authorizer, but it is not clear what HCC will report. (You should state that you will report on your MSES and provide other data as requested). Additionally, please address how the school will make results publicly available to stakeholders. It is not clear to what annual reports the petition is referring. The PCSC publishes annual reports each year about each of its schools; statute requires these reports
	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.		to be available on schools' websites.
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.	Not applicable.
Accountability and School	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	The plan for how the school	The plan for how the school	The plan includes specific	
respond if it is ever identified	will respond if it is identified	will respond if it is ever	steps that will be taken to	
as being "in need of	as "in need of improvement"	identified as "in need of	avoid the circumstance of	
improvement" by the state is	by the state is incomplete or	improvement" by the state is	being "in need of	
not provided.	has not been customized to	complete and customized to	improvement."	
	the proposed school.	the proposed school.		

Tab 5	Tab 5							
See ID	APA 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.					
090	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.		The method of determining board members' terms is random. We strongly recommend that you strategically choose which initial board members should stay on the board the longest. Additionally, it is important that you designate seats on the board (such as Seat A, Seat B, Seat C, etc) and know which individual is filling which seat. This will be much less confusing in the long run, especially as mid-term resignations and other unexpected changes on the board occur. Also, term lengths should be consistent rather than decreasing over time in order to ensure continued, gradual rotation over time.
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.	Please provide more specific detail in this area of evaluation and board training.

	Commitments to comply with	The commitments to comply	Clear commitments to comply	
	Open Meeting Law and Public	with Open Meeting Law and	with Open Meeting Law and	
	Records Law are not included.	Public Records law require	Public Records Law are	
		revision for clarity or	included.	
		accuracy.		
	No discussion of parental	Described opportunities for	Described opportunities for	
	involvement is included.	parental involvement appear	parental involvement exceed	
en en		similar to those at most	those available in most public	
Parental nvolvement		public schools.	schools. Petition contains a	
are			plan for making parents	
اج ک			aware of governance,	
_			volunteer, and other	
			opportunities.	
	Commitment to obtain		Commitment to obtain	
	annual, independent fiscal		annual, independent fiscal	
	audit is not included.		audit is included.	
Audits	Plan for reporting of financial	Petition provides limited	Petition demonstrates a clear	
Auc	information to authorizer and	information regarding fiscal	understanding of fiscal	
	community is not provided.	transparency and related	transparency requirements,	
	,,	requirements.	including maintenance of an	
		•	expenditure website.	

Tab 6	Tab 6						
IDAPA	IDAPA 08.03.01.401.08						
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments		
	Teacher and administrator	Petition's statement	Petition states that teachers				
	certification is not addressed.	regarding teacher and	and administrators will be				
Suc		administrator certification	certified in accordance with				
tio		requires editing for clarity or	statute.				
Qualifications		accuracy.					
a	Petition does not state that	Petition's statement	Petition states that all		NA due to change in federal		
g	all teachers will be Highly	regarding HQT requires	teachers will be Highly		statute.		
	Qualified.	editing for clarity or accuracy.	Qualified.				
Employee	Criminal background checks	Statement regarding criminal	Petition states that all school	Petition states that all school			
ldu	are not addressed.	background checks is	employees and volunteers in	employees, members of the			
ᇤ		incomplete.	direct contact with students	board of directors, and			
			will undergo criminal	volunteers will undergo			
			background checks.	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.	This section requires more detail on drugs/alcohol, suicide prevention, bullying, and disaster preparedness.
Health	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.	
Student	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or noncompliant.		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		Petition states that staff will	
	addressed or non-compliant.		be a separate unit for	
			purposes of collective	
			bargaining.	
	Teacher and administrator	Petition's statement	Petition states that teacher	NA – due to changes in Idaho
ee .	contracts are not addressed.	regarding teacher and	and administrators will be on	State Statute.
ò		administrator contracts	signed contracts in a form	
Employ		requires editing for clarity or	approved by the state	
- H	3	accuracy.	superintendent of public	
			instruction.	

Tab 7	Tab 7 See IDAPA 08.03.01.401.09						
JCC II	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments		
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.				
Admissions Proc	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.	The growth plan appears unrealistic for a community of this size. This is exacerbated by the fact that the Hayden Canyon community is not yet developed.		
	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	Policies regarding preference groups are included with the petition. (For example, "founder" and "sibling" are defined.)	Please include the list of admission preference groups for the first year of operation.
			only preference allowed by statute, and the preferences are ordered correctly.		
Alternatives	If petition is for a traditional public school applying to convert to a charter school: Public school alternatives are not addressed.	If petition is for a traditional public school applying to convert to a charter school: Public school alternatives are provided, but list is incomplete.	If petition is for a traditional public school applying to convert to a charter school: Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		Not applicable.
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	Please provide more details on how you plan to notify hard-to-reach populations. What specific outreach methods will you employ to ensure Spanish language and low income access?
O	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.		

Tab 8						
See ID.	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.			
Busines Descr	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.			
	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.		
Business Plan: Marketing	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	The petition does not include strategies that are specifically geared toward underserved populations (non-English speaking, low income, special education, etc.). The 4-day school week structure may be particularly	
Busine					difficult for low-income, two- parent working families, and single-parent families to incorporate into their schedules. How will the school address the needs of these children on Fridays when their parents are working?	

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.	
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.	
Bı	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.	
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	Transportation will not be available in the initial year; however, HCC will consider adding transportation in future years. The petitioners should note that statute requires the provision of student transportation where practicable.

	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.		Tab 8 does not address the potential impact on students/ families who are not within walking distance (or how challenges may be mitigated during the time that the school is not providing transportation). This is particularly important given that during the school's early years, much of the Hayden Canyon development it intends to serve will not yet be in existence.
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.	
Nuti	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.		

Tab 9 is not applicable; HCCSEL is not a virtual school.

	Tab 10						
See II	DAPA 08.03.01.401.12	D .: II A4		5 1 2			
sd	No information is provided regarding contracted / purchased services or other partnerships.	Partially Meets – 1 Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Meets – 2 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.	While HCC has demonstrated an interest by community partners in the school and subsequent community center, the relationship between HCC and Institute for Community (IFC) remains unclear. Will HCC have any responsibility in securing the community relationships? What is the financial cost of the IFC relationship?		
ss Arrangements and Partnerships	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Rationale requires further development.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	Not applicable.		
Business	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:	Not applicable.		
	School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.	School board apparently retains oversight and control, but no plan is in place for evaluating the management company.	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.	Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.			

	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Tab 10 does not include a reference to an appendix containing the CMO / EMO		If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or	Not applicable.
	agreement or contract. 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.	contract. Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.	After dissolution, staff should not be held responsible for tasks associated with the dissolution of the school because they may no longer be on payroll.
	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.	Please cite charter school statute regarding disposal of assets: I.C. 33-5212(2).
Termination	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).	On page 73, the section regarding payment of creditors should reference applicable provisions of statute.
-	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.	
nal Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.	Not applicable.
Additional	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.	Not applicable.

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
	Articles of Incorporation are	Signed Articles of	Signed Articles of	It is clear that the petitioners	In Article V, the reference to I.C.
	not included, or are included	Incorporation are included	Incorporation, including any	understand the nature and	30-3-80 is incorrect. The code
	but unsigned.	but require revision.	amendments thereto, are	purpose of the Articles.	was repealed in 2015. Please
			included as an appendix to		correct the reference. Also in
۸s			the petition.		Article V, we recommend
Bylaws					incorporating I.C. 33-5205A,
8 B					which addresses the applicability
					of professional codes and
l iji					standards for boards and
Incorporation					employees.
nco					Please revise Article VI, Section C
					to be consistent with statute,
Articles					I.C. 33-5212.
A: A					In Article VIII, there is an
					incorrect code reference to I.C.
					30-3-63. This code no longer
					exists. Please update the
					citation.

	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	The bylaws are fairly brief and do not contain significant detail regarding board member roles and responsibilities. Please edit the bylaws for typos and clarity. In Section II, please state that the board will comply with Idaho's open meeting and public notice requirements. Also in regards to Section II, I.C. 30-30-505 requires that the board provide no fewer than 10 daysnotice for board meetings. Please correct the reference to 5 days-notice. In Section VI, there is an outdated reference to I.C. 30-3-69, which no longer exists. Please update the citation.
	Bylaws do not address the	Bylaws partially address the	Bylaws outline a clear process		Please keep in mind that, after
	process by which members of	process by which members of	for selection of members of		charter approval, the Bylaws
	the school's board of directors	the school's board of directors	the school's board of		may only be amended with
	will be selected.	will be selected. Process for	directors, including: number		approval of PCSC, as the bylaws
		board selection may be	and designation of seats,		are considered part of the
		addressed, but bylaws lack full	board member terms,		charter.
		clarity and detail.	elections vs. appointments,		
			nomination and voting		
			procedures, eligible voters,		
			applicable definitions, etc.		
r Si	Elector petition and/or		Elector petition and		
B: Elector Signatures	documented proof of elector		documentation for proof of		
Ele.	qualifications are not		elector qualifications are		
B: F	included, or the number of		included.		
_	electors is insufficient.				

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.	
	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.	Please include references for all Board members. Please make it very clear which resumes belong to governing board members, and which to advisory board members.
D: Board Resumes & Petitioning Group List	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.	The board has attracted some diversity of skills, and several board members express apparently genuine interest in expeditionary learning and school choice. However, it appears that the impetus for this petition is the desire for a school that will add attractiveness to a proposed, primarily-high-end real estate development. Glen Lanker, HCC's founder and advisor is the architect for the Hayden Canyon development. Mr. Lanker's firm, Artios, owns Hayden Canyon Land LLC. While Mr. Lanker is no longer on the Board of Directors, most of the correspondence in the appendices is directed to him. This, in addition to questionable market need for the school, raises concern about the motivation for the petition.

A list of the petitioning group,	The list of names and roles of	The petition includes a list of	
including names and primary	those involved in the	the names and primary roles	
roles of persons involved with	development of the petition is	of all persons significantly	
petition development is not	incomplete or vague.	involved with development of	
provided.		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	Ethical standards to which the	Appendices include an	
members of the board of	petition refers are vague or	appropriately detailed ethical	
directors are not addressed.	inadequate.	standards agreement to be	
		signed by all the members of	
		the board of directors.	

			,	
	Contracts, leases, agreements	Documents demonstrating	Contracts, leases,	The appendix includes a letter
	or other documents	relationships described in Tab	agreements, and other	from EL that indicates HCC will
	demonstrating relationships	10 (and other sections of the	documents demonstrating	not be a member of the EL
	described in Tab 10 (and	petition) are included in the	relationships are included in	national network and that the
	other sections of the petition)	appendices but are vague or	the appendices. Documents	organization cannot provide
	are not included in the	incomplete.	are well-organized, clear, and	direct, onsite support. It is
	appendices.		adequate to demonstrate the	unclear how HCC will
			relationships described in Tab	successfully implement the EL
			10 (and other sections of the	curriculum without the support
			petition).	of the EL organization.
				It appears from the petition and
				the appendices that the success
				of the school is dependent upon
				the success of the community
Agreements				center and vice versa. The PCSC
nei				is not in a position to evaluate
l se				the likelihood of a successful
gre				community center. While we
∢				certainly appreciate the merits
S				of such partnerships, the
ase				petition needs to make clear
Le				how the school will serve
ts,				children, separate from the
aci				community center which is not
<u> </u>				The state of the s
: Contracts, Leases &				currently in existence.
نن				From several of the letters of
				support from day care centers,
				the YMCA, etc. it appears that
				these representatives may
				believe that children in these
				programs will automatically gain
				acceptance into HCC. All
				potential students must go
				through the lottery, following
				the statutory admissions
				preferences.
				preferences.
				A draft facility lease including
				term and costs should be
				 included in appendix.

	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract is incomplete or	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract is unclear, or costs	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract clearly delineates		Please include more information about the relationship between Institute for Community (IFC) and HCC. What backup plan does HCC have in case IFC pulls out of the arrangement? Not applicable.
F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided.	appear unreasonable by comparison to services provided. Budget assumptions are incomplete or unclear.	costs and services. Costs appear reasonable by comparison to services provided. 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.	The budget assumptions are insufficient. A description of the budgeted expenses, along with a per-student break-down of costs should be provided where applicable. Please remove projected percentage increases to state funded revenue. State education funding does not receive regular increases and is subject to legislative approval, therefore such increases cannot be relied upon. Please eliminate all reference to "adjusted for cash flow" within the assumptions. Budget assumptions are to be based on projected revenue and expenditures during that budget

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.		Currently the pre-opening budget is included in the Budget Assumptions and in Appendix F. Please move it to Appendix G: Pre-Opening Budgets. The pre-opening budget is insufficient. It is unreasonable to expect an advance payment from the SDE to provide ample start-up funds for HCC, such as administrator costs, facility expenses, classroom equipment, curriculum purchases, legal and accounting expenses, etc. In addition, an advance payment received in August will not provide adequate time to prepare for the school's FY17 opening. Are other funds available to cover pre-opening expenses? The pre-opening budget template has calculation errors. Year 1-3 budget amounts should match the operating/break-even budget provided in Appendix H. The financial summary is missing from the pre-opening budget template.
					template.
	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.	The pre-opening assumptions are very unclear. No breakdown of line items is provided, so we are unable to evaluate whether or not the budget is realistic and supportive of the mission.

revenue budget, HCC discretionary funding funding. Idaho's discretionary funding is base suppo has already been calculated to the revenue appears HCC has added funding into the budge. PCSC staff cannot detweether the break-even correct due to lack of information. In a breat analysis, fixed costs staffing and utilities is be tiered down and vassumptions should reconsistent with the Yeprojections. On what enrollment is the breat calculated? What are student cost assumptions transportation, etc? There is no principal of director/coordinator is budget.
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Accounting/Payroll expenses should not be included in
the state of the s
educational program costs.
The curriculum budget appears
inadequate for a school of 200+
students. In addition, no budget
for software programs or
licenses is provided to support
the blended learning concept
described in the petition.
described in the petition.
The SPED contracting service
budget is insufficient. 92% of
PCSC portfolio schools incur
SPED expenses at least double
the HCC budgeted amount.
the nee budgeted amount.
Legal and accounting service
projections are low by
comparison to other PCSC
portfolio schools. This does not
necessarily mean they are
insufficient, but the petitioners
should consider them carefully.
There is no draft lease
agreement/rates provided to
confirm the budgeted facility
lease amount.
DCCC staff is seemed to seem a
PCSC staff is greatly concerned
by the overall inaccurate and
incomplete preparation of the
budgets. It does not appear that
HCC has an understanding of
Idaho's school funding model or
expenses involved with
operating a school.

	Projected growth appears	Growth projections are not	Projected growth is realistic,		Growth projections are based on
	unrealistic or inadequate to	clearly supported by realistic	adequate to meet long range		the anticipation of the
ļ	meet long range financial	data and/or supported by	financial plans, and supported		development of the planned
ļ	plans.	expanded staff and facilities.	by expanded staff and		community, as well as the
ļ	·		facilities.		second phase of the school
ļ					building/community center. At
ļ					this time, ground has not been
ļ .					broken on any of these
ļ					properties. It is unclear
					whether/how many lots have
					been sold, and when the
					development should be
ļ					complete and occupied. When
					will water, electric, sewer, etc.
					be in place?
	Spending priorities do not	An attempt has been made to	Resources are adequate to	Spending priorities align with	Break-even/operating
ļ	clearly align with the mission	align spending priorities with	achieve the school's stated	the mission and educational	assumptions are not provided
	and educational program.	the mission and educational	goals while also	program.	for much of the budget. It is
	and cadcational program.	program, but resources	demonstrating thoughtful,	program	difficult to align expenses with
		allocated appear inadequate	conservative budgeting		mission or the educational
		to achieve stated goals.	practices.		program as little information is
		to define ve stated godis.	produces		provided.
	First-year cash flow projection	First-year cash flow projection	Adequate first-year cash flow		p. 5
≒ ≥	is not provided.	is incomplete, inadequate, or	projection reflects thorough		
yeş -lo	15 116 C p. 6 116 Ca.	indicates insufficient	understanding of public		
1 st ,		understanding of public	school funding. Cash flow is		
l: 1 st year Cash Flow		school funding.	presented on the PCSC Cash		
			Flow Template.		

J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land. Reasonable, well-supported backup options are also included.	The letter from the USDA regarding a loan is from 2012, and therefore is outdated. In addition, USDA loans of this type are awarded in conjunction with local lenders. Has HCC or IFC been in contact with a lender regarding approval for the school's construction? Option # 2 calls for locating portable classrooms at the site of the future school. However, currently there are no sewer/water/ or electrical services available in Hayden Canyon. Please provide a timeline (and documentation of its feasibility) for the utilities installation. Option #3 appears to be unfeasible because of financial constraints due to high rent and lack of adequate space for a 200+ student body.
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	PCSC staff is concerned that Option #1 will have not be ready for a 2017-18 school year opening. Please provide a schedule of construction for Option # 1.

	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.	Due to lack of utilities at the site of facility option #2, it is unclear if the portables would meet health and safety laws. It is unclear if option #3 is ADA compliant.
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.		While HCC has attached the PCSC pre-opening reporting timeline schedule, it cannot act as a substitute for HCC's self-prepared pre-opening timeline. HCC needs to outline a schedule of pre-opening processes/procedures including marketing, facility acquisition, interviewing/hiring, lottery/enrollment activity, etc. HCC's self- prepared pre-opening timeline is essential for demonstrating an understanding of the processes and timing involved in opening a school.

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.	It takes considerable planning and expertise to successfully fill a weekly professional development program. How will school leaders ensure that every Friday is useful for teachers as they work to improve student outcomes? This is of particular concern, since the school will not be fully supported by the EL organization. It is also unclear how blended learning will be incorporated with EL. Blended learning and EL are two different models, both of which require considerable training for teachers to learn. It might be difficult to find staff who are equipped to balance these approaches as well as an instructional leader who can adequately integrate the two methods.
	Plans for teacher and administrator evaluations are not included or are noncompliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		
P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that far exceeds the school's stated enrollment targets.	

Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.	
Other	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.	

Gene	General Quality Indicators							
These	These indicators apply throughout the petition and the petitioning process.							
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments			
	Petition and related	Petition and related	Petition and related	Petitions and related				
ιχ	documents are frequently	documents are occasionally	documents are submitted in	documents are submitted				
Timeliness	submitted after deadlines.	submitted after deadlines.	accordance with timelines in	promptly, well in advance of				
e ii			statute, rule, and PCSC policy.	required deadlines.				
ᆵ			Exceptions to this are very					
—			rare and have advance					
			approval from PCSC staff.					
	Petition revisions fail to	Petition revisions address	Petition revisions consistently		Not applicable			
SS	address many concerns and	most concerns and	reflect petitioners' best					
De	recommendations cited by	recommendations cited by	efforts to respond thoroughly					
ughness	SDE and PCSC staff.	SDE and PCSC staff.	to all concerns and					
0.0			recommendations previously					
Thoro	Petitioners attempt to rely on		cited by SDE and PCSC staff.					
F	oral assurances in place of		Revisions are made in the					
	written revisions.		petition document.					

	Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting. Only revisions made since the last PCSC staff review marked. (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply reordered but not changed.)		Not applicable
	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.	
u	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.	
Professionalism	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.		Please include electronic bookmarks for the petition and the appendices. Please also include a separate table of contents for the appendices.
	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of "boilerplate" text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any "boilerplate" sections have clearly been reviewed and customized as necessary.		

Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the	
			petitioning process regarding any issues / changes.	
Compliance	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.	
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.	

SUBJECT

Gem Prep: Pocatello Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B I.C. § 33-5209A

BACKGROUND

Idaho statue requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On August 9, 2016, the PCSC approved a charter petition for Gem Prep: Pocatello (GPP).

DISCUSSION

PCSC staff has collaborated with GPP to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow. The academic section of the framework contains a provision requiring amendment upon PCSC adoption of an updated framework in response to changes in the state's school accountability system.

IMPACT

If the PCSC moves to execute the performance certificate, the PCSC chairman and GPP board chairman will sign the certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends that the GPP Performance Certificate be executed as presented.

COMMISSION ACTION

A motion presented.	to	execute	the	Gem	Prep:	Pocatello	Performance	Certificate	as
Moved by _		Se	econo	ded by		Car	ried yes	or no	_

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of October, 2016, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Gem Prep Pocatello, Inc., an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

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

WHEREAS, on June 9, 2016, Authorizer received a petition to request the creation of a new charter school referred to as Gem Prep Pocatello, Inc.; and

WHEREAS, on August 9, 2016, the Authorizer approved the charter petition (the "Charter") subject to conditions outlined in Appendix A;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- **A. Establishment [or Continued Operation] of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment [OR continued operation] of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.
- **B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2016. In the event that all pre-opening conditions have

not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. Term of Agreement. This Certificate is effective as of October 13, 2016, and shall continue through June 30, 2019 unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

- **A.** School Mission. The mission of the School is as follows: To 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.
- **B.** Grades Served. The School may serve students in grade Kindergarten through grade 12.
- C. Design Elements. The School shall implement and maintain the following essential

design elements of its educational program:

- Personalized Learning Gem Prep: Pocatello will emphasize personalized learning for each student. Strategies such as grouping of students, adaptive learning technology, and support in the classroom from parents or paraprofessionals are examples of ways that instruction is personalized for students.
- Non-Cognitive Skills Gem Prep: Pocatello will emphasize social & emotional learning. While a focus on core academic knowledge and skills are important; many of the mindsets, habits, and emotional skills are necessary for the long term success of students.
- **Technology to Enhance Learning -** Technology is constantly creating new learning opportunities for students. Gem Prep: Pocatello is committed to utilizing technology to enhance the learning experience for its students.
- **Principal as the Instructional Leader -** The Gem Prep: Pocatello principal is a key factor to the success Gem Prep: Pocatello students. As such, Gem Prep; Pocatello administration will alleviate many of the non-instructional responsibilities of the principal to allow him/her to focus primarily on instructional matters and spend ample time in the classroom observing the learning and teaching process.
- **D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- **E.** Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- **A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- **B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report

- on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- **D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- **E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- **F.** Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- **G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- **H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- **A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- **B.** Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 366 students. The maximum number of students who may be enrolled per class/grade level shall be as follows: Kindergarten-3rd grade has a maximum of 24 students, and 4th-12th grade has a maximum of 30 students.
- C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- **D.** School Facilities. 1451 Jessie Clark Lane, Pocatello, ID 83202. The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- **E.** Attendance Area. The School's primary attendance area is as follows: Pocatello School District #25.
- **F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- **G.** Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

- **B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- **C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- **D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School. Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- **B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

- **D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- **E.** Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- **A.** No Employee or Agency Relationship. None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- **B.** Additional Services. Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- **C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- **D.** Amendment. This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 13, 2016.

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Gem Prep Pocatello October 13, 2016

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Gem Prep: Pocatello



Charter Petition

Grades K-12

Proposed Opening: 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, 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 degrees¹; ranking 46th across the nation in number of high school students matriculating to college², with only 23% of Idahoans completing a bachelor's degree or higher.³ 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

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

² National Center for Education Statistics, 2014

³ 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 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 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 is defined by the accomplishment of the goals and metrics outlined in Tab 4 (MSES), which academically prepares Gem Prep: Pocatello students who are the heirs to tomorrow's economy.

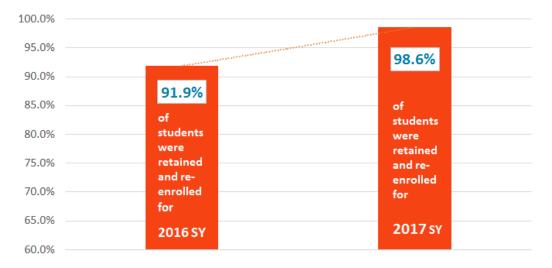
Community Need and Interest

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 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.

Gem Prep: Pocatello Student Retention Rate



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-12th 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 7-12th grade model, one hundred percent of parents surveyed confirmed their intentions of continued enrollment through the 12th 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 administrative team has successfully lead Idaho Distance Education Academy's online learning environment for over a decade, and 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 74th percentile for growth nationally in reading and the 95th percentile in math achievement. The first grade class performed in the 95th percentile in achievement in reading, and the 99th percentile for academic growth in math. GPP's second grade class performed in the 93rd percentile nationally in achievement in reading and the 99th 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.** 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 is operated by a seasoned charter school 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 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
Jason	X	X	X	X		X		X	X	X	X	X		
Bransford, Director														
Barb Femreite,	X			X	X	X	X		X		X			
Business Manager														
Josh Femreite,			X	X	X		X				X		X	
Operations Administrator														
Laurie Wolfe,		X	X	X						X	X	X	X	
Academic														
Administrator Jill Call		X	X											X
Shana Codr		X						X				X		X
Allison Akhnoukh			X	X			X		X	X				X
Bonnie Freytag								X						X
Murray Stanton						X	X							X
Dennis Turner				X		X	X	X						X
Roger Stewart		X	X			X		X		X			X	X

The board and 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, measureable 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 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 the School engages students in 21st 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 21st century learning and innovative school practices.

- High Expectations and Rigor: The School's focus is on 21st 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 has increased 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 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

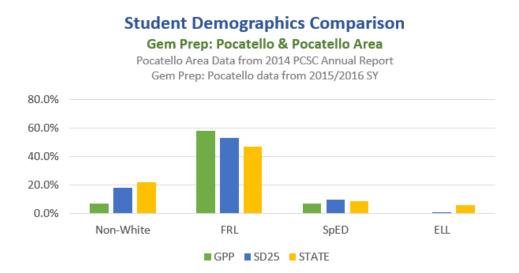
By locating in the Pocatello area, the school provides an additional choice of a personalized, college and career preparatory school. There is a tangible need for schools that are using technology to enhance the learning experience for students, particularly adaptive technology that allows students to 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 closely mirrors the student demographic population of the Pocatello/Chubbuck area. See comparison chart below.



Demand

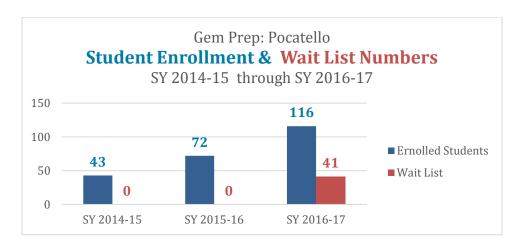
As of the 2016-2017 school year lottery draws, there are 961 students enrolled in charter schools, with 483 students on the waiting lists of charter schools located within the attendance area. Enrollment in Pocatello area charter schools increased 69 students from the 2015-2016 school year to the 2016-2017 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).

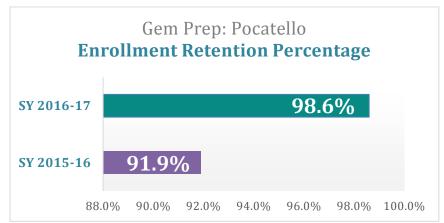
Gem Prep: Pocatello is helping to relieve the burden, while at the same time creating a transformative educational footprint which creates opportunities for 21st century learning for students and for teachers.

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. Forty-one students 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 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 charts 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.





Gem Prep: Pocatello serves 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 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.

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 is physically located within the Pocatello School District 25 at 1451 Jessie Clark Lane, Pocatello, Idaho 83202. Gem Prep: Pocatello's attendance area includes 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 allow teachers and students the ability to move around and re-organize their room to accommodate the station rotation model. Each classroom has 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 sublease the approximate 5,000 sq. ft. Idaho Conference of Seventh-Day Adventists, Inc., building from 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 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 2019SY. In 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 continue to provide regular inspections of the facilities for health, safety and fire compliance and will 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 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 provides school leadership and day-to-day operations. It is the intention of Gem Prep: Pocatello to contract for professional services with a CMO at the completion of the first charter renewal cycle. See Tab 5-Goverance 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.

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 frequently meet 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

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

Program Historical Enrollment			Grade	Schoo	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	
48	71	126		156	186	232	272	292	312	

Tab 3: Educational Programs and School Goals

An Educated Person in the 21st Century

An educated person in the 21st 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 21st 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 21st 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 21st 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 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:

Component of current I-DEA model	 Offline curriculum (K-12) Some online curriculum selections Assessment cycles and data driven instruction Dual enrollment Learning Management System Single subject acceleration model (students working ahead of grade level when ready) 7-12 asynchronous statewide instruction model
Practice drawn from other high performing school models	 K-6 in classroom rotational model (including multi-age grouping for core Math/ELA content) 7-12 Flex Model Some online curriculum selections Staffing model Principal residency model Actionable data reporting for teachers to inform instruction

The key components of our model are as follows:

 High Expectations and Rigor: Gem Prep: Pocatello has a focus on 21st century learning and critical thinking skills. Students are 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 looks different for each student, as it is tailored to his or her needs. In the K-6 model, students use 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 reviews performance data and makes 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. ⁴

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, evaluations and adjustments to facilitate successful student outcomes. We understand that

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

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
 Students will be prepared for success in college and/or career upon graduation from high school. 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 selfmotivated, lifelong learners. 	 ISAT Scores SAT, ACT or Compass Scores The number of students who pass their dual credit courses with a grade of "C" or better Graduation Rates College graduation rates Benchmark Assessments Adaptive online assessments
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.	 Student Surveys Narratives from Teachers and School Leaders
4. Gem Prep: Pocatello will be a welcoming, safe, and inclusive school community.	 Average Daily Attendance rates School culture survey Parent Volunteering rates

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 utilizes 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 typically includes:

- Whole group instruction. Each block begins with teacher led whole group instructions introducing the focus for the day'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 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 select appropriately leveled texts from the classroom library or online library.
- Adaptive online curriculum. Students work independently with online curriculum. The online curriculum is personalized to each student and "adapts" based on historical performance. In addition, teachers 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 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 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.

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). 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 send messages 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. 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, 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, small group/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 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 is reviewed and evaluated on an annual basis. As well, student achievement data is reviewed against common core standards to assess program effectiveness.

Proposed Curricula for K-6:

	Offline	Online
ELA	 Pearson's Reading Street (1st – 6th) EngageNY ELA Stepping Stones (Kindergarten) Handwriting Without Tears (K-4) Zaner-Bloser Spelling Connections 	 Headsprout (K-4th) Newsela (4th-6th) ThinkCerca (4th-6th)
Math Science	Singapore MathEngageNY mathScience Fusion	 Dreambox (K-2) TenMarks (2nd – 6th) Think Through Math Science Fusion
Belefilee	- Science i usion	• Discovery
Social Studies	 Moving Beyond the Page Scott Foresman Social Studies	• Discovery

Curriculum 7-12

Gem Prep: Pocatello leverages 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, is adapted from those utilized through I-DEA, however the delivery of curriculum

follows 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 is 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

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	Core Curriculum	Supplemental Curriculum
ELA	 Pearson's Common Core English interactive online textbook (7-12) EngageNY ELA (7-12) 	ThinkCerca (7-12)Newsela (7-12)
Math	 EngageNY math (7-12) Pearson's Digits interactive math (7-8) Pearson's High School Mathematics Common Core (Algebra I and beyond) 	• TenMarks (7-Algebra II)
Science	CK 12 Life Science, Earth Science, Physical Science, Biology, Chemistry, Physics (7- 12)	DiscoveryHippocampus
Social Studies	Houghton Mifflin Harcourt online social studies textbooks (7-12)	DiscoveryHippocampus

Estimate of student time spent in each of the learning modalities

The chart below is a sample weekly schedule for an 8th 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 8th Grade Schedule

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Time	Monday	Tuesday	Wednesday	Thursday	Friday		
8:00 - 9:00	Synchronous	Asynchronous	Synchronous	Asynchronous	Synchronous		
	Math Class	Math Block	Math Class	Math Block	Math Class		
9:05 - 10:05	Asynchronous IDLA Digital Photography						
10:10 - 11:10	Asynchronous	Synchronous	Asynchronous	Synchronous	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						
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 $21^{\rm st}$ century economy.

School Graduation Requirements

CONTENT AREA	STATE CREDIT REQUIREMENTS		
Core of Instruction	29 credits		
Electives	17 credits (minimum)		
Total Credits	46 credits (minimum)		
To treate (minimum)			
Core Subject Areas	29 credits		
Language Arts (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		
Mathematics	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.		
Science	6 credits (4 lab)		
Social Studies (US History, Economics and American Government)	5 credits		
Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits		
Health	1 credit CPR is required to be taught in Health		
Electives	17 credits 16 credits are chosen by the student		

Career Exploration	1 credit (school required elective)		
Other Graduation Requirements			
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 provides opportunities designed to meet each child's needs. Gem Prep: Pocatello serves 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 are provided educational experiences that strives 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 intend to provide after school office hours in 7-12th grade and tutoring services in K-6th grades. Through our data driven instruction, we provide progress monitoring and a robust intervention program, specifically, targeted differentiated instruction in small groups. Gem Prep: Pocatello qualifies for Title I funding, a Title I program has been implemented, based on our school model of personalization and targeted instruction.

Special Education

Gem Prep: Pocatello 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 has adopted 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 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 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 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 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 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 School locates students by establishing and implementing an ongoing Child Find system, which includes referrals by parents, school staff, etc. An individual is appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- 2. Gem Prep: Pocatello's Child Find system publicizes and ensures that staff and the School's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
- 3. Gem Prep: Pocatello 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 School 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, 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 develops a Response to Intervention (RTI) plan. Gem Prep: Pocatello implements and utilizes a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program 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 School, 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 School 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 is responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher 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 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 consults with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services 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 paraeducator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, the School may contract with other agencies to provide those services.

For all special education students, Gem Prep: Pocatello develops, reviews, and revises IEPs in accordance with state and federal laws. Gem Prep: Pocatello adheres 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 ensures access to charter school programs, as required by the Americans with Disabilities Act (ADA). Gem Prep: Pocatello facilities plan permits 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 follows the guidelines provided by the IDEA and Idaho Special Education Manual in regards to the disciplining of a student protected under the IDEA. This includes 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 is developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and Idaho Special Education Manual, the special education multidisciplinary team conducts 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 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 provide modifications and accommodations as required by students' IEPs and work with the special educational staff to best serve learners with special needs. Parents are involved in every step taken by the school in regard to their children with special needs.

Researched based curriculum 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 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 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 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 includes special education in the Least Restrictive Environment (LRE) and 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 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 are not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, variety of educational environments, resource room, etc. This is in accordance with the Idaho Special Education Manual, PL94-142, and as identified on each student's IEP. In many cases, the LRE 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 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 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 endanger 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 follows 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 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 identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area 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 is monitored by Gem Prep: Pocatello teachers and their plans will be adjusted accordingly.

Limited English Proficiency

Gem Prep: Pocatello applies the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESSA. The Administrator ensures the use of a home-language survey upon all student's enrollment. The eligibility criteria (listed below) 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 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 Academic 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 Academic 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 use curriculum such as National Geographic School Publishing's programs: *Inside* Language, Literacy, and Content and Hampton-Brown *Edge*, and Rosetta Stone English. The Academic Administrator 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 are invited to participate in the development, implementation, and evaluation of the EL Program. Gem Prep: Pocatello provides an interpreter for parent meetings as needed and sends home written information in the parent's language.

During synchronous learning and small group learning, teachers 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 are highly qualified. The Academic Administrator 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. 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 is provided and the Academic Administrator is responsible for ensuring appropriate professional development.

The Academic Administrator and school staff 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 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 are notified of the reclassification and given the opportunity to waive ELL services.

Dual Enrollment

Gem Prep: Pocatello students 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) 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 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

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 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 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 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.

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% 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

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.

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 #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.

Methods for Measuring Student Progress

In evaluating the School'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 is assessed on at least five levels:

- 1. Student progress relative to previous performance is assessed through standardized assessments. We create student baselines using mandated testing results.
- 2. Performance is assessed relative to district and state developed standards. We 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 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 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 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 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 participates in all state and federally mandated testing. The School has a testing coordinator who 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.

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	 Primary MAP (fall and spring) Idaho Reading Indicator (state) Kindergarten Skills Inventory (internal) 	 Primary MAP (fall and spring) Kindergarten Skills Inventory (internal) 	
First Grade	 Primary MAP (fall and spring) Idaho Reading Indicator (state) 	Primary MAP (fall and spring)MCOMP (local)	
Second Grade	Primary MAP (fall and spring)Idaho Reading Indicator (state)	Primary MAP (fall and spring)MCAP (local)	
Third Grade	ISAT*Idaho Reading Indicator (state)	 ISAT* MCAP (local)	
Fourth Grade	ISAT*MAP fall and springNAEP	ISAT*MAP (fall and spring)NAEP	
Fifth Grade	• ISAT*	• ISAT*	• ISAT Science
Sixth Grade	• ISAT*	 ISAT*/MAP fall and spring 	
Seventh Grade	• ISAT*	• ISAT*	• ISAT Science
Eighth Grade	ISAT*MAP (fall and spring)NAEP	ISAT*MAP (fall and spring)NAEP	
Ninth Grade	• ISAT	• ISAT	

Tenth Grade	• ISAT*	• ISAT*	
	• PSAT	 PSAT 	End of course
Eleventh	• ISAT*	• ISAT*	biology or
Grade	 PSAT/ISAT*/College 	 PSAT/ISAT*/College 	chemistry exam
Grade	Entrance Exam	Entrance Exam	
	• SAT	• SAT	
Twelfth	NAEP	NAEP	
Grade			

- *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 do regular diagnostic and benchmark assessments. Many of the online programs we currently use 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 is shared with parents.

Cumulative Records

Gem Prep: Pocatello 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 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 7th or 8th 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 th Grade Courses	Credits	8th 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
Total	9		9

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

Accreditation

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 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., is a legally and operationally independent entity managed under the Idaho Nonprofit Corporation Act. The appointed Board of Directors 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 generally follows Robert's Rules of Order, and 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 complies with all aspects of the Idaho Public Records Law. All students 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 are immediately transferred to the District.

Board of Directors

The appointed Board of Directors is 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 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 is 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 participate in fundraising activities as deemed necessary and appropriate by the Board. Board members put the interests of the school first and refrain from using the position for personal or partisan gain.

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

The Board serves 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 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 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 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 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:

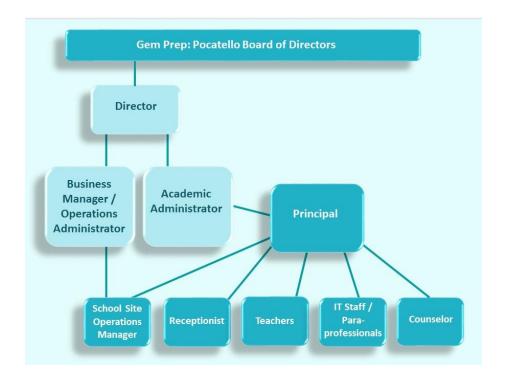
- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

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 rooster, 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



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 ensures the Board is aware of these opportunities.

Board members are encouraged to attend staff and parent education meetings.

The 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 <u>will</u> adheres 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 also includes 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.⁵ Upon enrollment, parents agree to comply with all school policy and procedures as outlined in the Student & Parent Handbook.

Gem Prep: Pocatello strongly encourages, but does not require, parents to complete 20 hours of participation/volunteerism 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'

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⁵ 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.

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 and a log of volunteer hours is kept in the school office. As the school grows from kindergarten through high school, the 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.

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 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 will post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep: Pocatello website. The 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 School places copies of all teacher contracts and vendor contracts on the school website. In addition, the School 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 meet or exceed qualifications required by state law. Instructional staff, including Special Education teachers, are certified teachers as required by Idaho Code Section 33-5205(3)(g). They will meet the qualifications outlined on the State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions. Administrators will be certified as administrators.

Staff 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 meet or exceed qualifications required by state law, will be highly qualified and will fit the school model and philosophy. The 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 is the primary lead for school culture. S/he will design a comprehensive, consistent, school wide discipline plan with input from teachers. The plan 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 is also focused 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 focuses on the positive, is preventative rather than reactionary and <u>is</u> 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 Classroom⁶ 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 are communicated to students regularly. School policies are outlined in the Student & Parent Handbook and are reviewed at orientations, and the handbook is available on the Web site. Students are trained and coached on school culture during daily practice. We will measure the 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 school and personal property. When this does not occur, classroom teachers uses 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 is made by teachers/staff

 $^{^6}$ Please see https://www.responsiveclassroom.org/about-responsive-classroom for a detailed description of Responsive Classroom.

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 is 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. 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, 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 follows 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 is 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 is 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. complies with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees are covered by worker's compensation insurance and unemployment insurance, and have Federal Social Security withheld along with the employer's matching contributions, are covered under the Public Employee Retirement System of Idaho (PERSI), and are 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 pays for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Gem Prep: Pocatello, Inc. also allows for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board provides health insurance and may establish other benefits. The Board has developed 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 are a separate unit for purposed 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 are on a written contract with Gem Prep: Pocatello approved by the Board.

The contract is 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 are on file.

Teacher Professional Development

As The School grows, Gem Prep: Pocatello will need to hire several new teachers. It is essential that each of these teachers joins the 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 are 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 are treated as professionals and significant investment is 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 takes a personalized approach. After a self-assessment, teachers set goals with the school principal at the start of the year. They are observed multiple times per year by the Principal, and are evaluated twice per year according to multiple measures, including student achievement and formal observations. Evaluators 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 is tailored to the needs of teachers as identified in their growth plans. As stated above, all teachers 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 are evaluated according to the Gem Prep: Pocatello Rubric, which is aligned to standards.

Teachers who are underperforming are given coaching and additional resources by both the Academic Administrator and the Principal. The teachers' professional development plan is 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 is evaluated at least once yearly, and the evaluation includes 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 establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board establishes: (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 are set at 24 students for grades K-3 and 30 students for grades 4-12. Gem Prep: Pocatello follows 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

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

Historical Program Enrollment Capacity			Grade	Sch	ool Enro	ollment (Capacity	(2017-2	022)
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 is owned locally. The Principal is held accountable for meeting the enrollment projections. Equally, if not more important, it is critical that the 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-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 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 substantially follows the model admission procedure identified by the Idaho State Board of Education.

Requests for Admission

Gem Prep: Pocatello complies 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 holds a lottery each year unless the initial capacity of Gem Prep: Pocatello is sufficient to enroll all prospective students. The lottery is held in a public forum and a neutral 3rd party conducts the lottery selection. Gem Prep: Pocatello determines 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 are developed. Students are placed on the list according to the order they were drawn for each priority group. Those lists 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 is removed from the list and the next eligible student is offered the seat.

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

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

All openings during the school year 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 is stricken from the wait list, and the seat that opens in that grade is made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted 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 ensures 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 is 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 ensures 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 dissemination of printed publications within, the area of attendance of the school. Gem Prep: Pocatello ensures 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 advises 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 are reviewed at orientation, and are 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 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 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 5th 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 tell the story to a broad range of external stakeholders.

In addition to the most critical audiences of prospective families and teachers, the organization continues 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 faceto-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 widerange 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 continues 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 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 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:

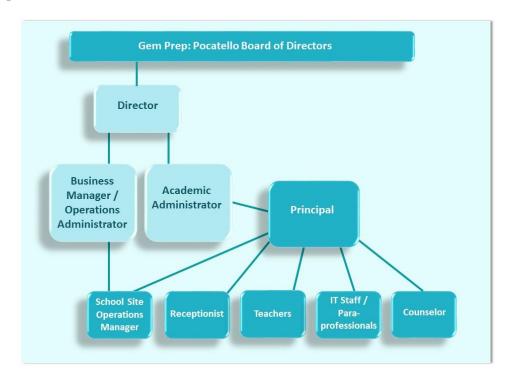
- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

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 rooster, 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



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 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 IDEA Part B are 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 are 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 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 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, follows 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 Business Manager. The Business Manager, in conjunction with his/her team (including the school operations manager at the school site), 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

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 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 also supports a plan for parents to organize carpools and works 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 expanded the transportation program adding a five mile loop within the enrollment area. The expansion includes approximately 58% of households within 1.5 miles of the route. In 2017-2018 the school plans to add an additional route that will service households to the east and south of the school. When implemented, this additional route will increase the coverage to approximately 90% of households. As represented in Appendix R-4, all but five of the school's current families live within .5 miles of a PRT bus stop allowing the school the potential to increase the routes farther, as needed. See Appendix R-4 for Student Location Map in relation to PRT Bus Stops

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. 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 adheres to the IDEA. Transportation of field trips, excursions, and extracurricular activities are 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 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 purchases 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 Mufflin 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 licenses

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:

Regence: Used to service employee health insurance plans.

Delta Dental: Used to service employee dental insurance plans.

MSBT 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.

Excent Corporation: Gem Prep: Pocatello will utilize Enrich Special Education Software to facilitate file management of 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.

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

Illuminate Education, Inc.: Gem Prep: Pocatello will use the Illuminate 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 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 student information system for online enrollment and registration, as well as managing school processes and data.

Tyler Technologies: Used for public sector accounting 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.
- **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 Sublease Approval Agreement Letter, E-3 for the I-DEA Lease Agreement, and E-4 for JAKAF Grant Award Letter, E-5 Grant Money Distribution 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 A-3 for the Bylaws.

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

Appendix C: Pre-Opening Requirements

Per Idaho State Statute 33-5206(6):

Authorized chartering entities may establish reasonable pre-opening requirements or conditions to monitor the start-up progress of newly approved public charter schools and ensure that they are prepared to open smoothly on the date agreed, and to ensure that each school meets all building, health, safety, insurance and other legal requirements for school opening.

and IDAPA 08.03.01.301 - 08.03.01.3012, GPP agrees to follow all applicable laws regarding the pre-opening requirements of charter schools.

In addition to the requirements set forth in Idaho State Statute and Rule, GPP agrees to meet all pre-opening requirements as described in the PCSC Pre-Opening Timeline.

Idaho Public Charter School Commission Pre-Opening Timeline

<u>Report</u>	<u>Benchmark</u>	Required Documentation	<u>Deadline</u>
Performance Certificate	Performance Certificate signed and on file	Submitted to PCSC	75 days after approval
New Charter School Bootcamp		Provide Proof of Attendance	May 31
Enrollment	Current enrollment figures, based on completed acceptance enrollment forms, documented and submitted	Documentation of acceptance enrollment forms	May 31
	Break-even or better enrollment achieved	Analysis of submitted enrollment documentation and petition budget	
Facilities	Copy of facility lease or mortgage has been submitted	Copy of facility lease or mortgage	May 31
	Necessary facility inspections have been initiated, required improvements/timeline established	Letter from contractor/landlord verifying improvements & timeline	
School Calendar	School Calendar in place for upcoming school year	Copy of School Calendar	May 31
Learning Program	Curriculum scope and sequence for the grades to be serviced in the first year are complete	School Assurance Form	May 31
	Textbooks/Curriculum are available or have been ordered, and invoices are on file	School Assurance Form	
Financial	Internal Control Policies adopted	Completion of Internal Control Risk Analysis	May 31
	All required and appropriate insurance policies have been obtained.	Copies of issued insurance policies	
Staffing	Contracts and position descriptions have been established for administration, directors, teachers, and support staff	Copies of all signed contracts	May 31
	Special Education Director identified and hired	School Assurance Form	
Charter School Advance Payment Request (SDE)			June 1
Transportation Advance Payment Request (SDE)			June 15
Consolidated Federal and State Grant Application (SDE)			June 30
Budget	Annual Budget Approved and Submitted to SDE, PCSC	SDE Budget Template	July 15

Idaho Public Charter School Commission Pre-Opening Timeline

<u>Report</u>	<u>Benchmark</u>	Required Documentation	<u>Deadline</u>
Education Directory Updates (SDE)			July 30
PCSC Dashboard Report			July 30
School Policy	Policies and procedures for identifying and servicing EL and SPED students are appropriate and in place	School Assurance Form	July 31
	Student/Parent Handbook developed	School Assurance Form	
	Staff policies developed	School Assurance Form	
	School policy book has been developed/adopted	School Assurance Form	
Enrollment	System in place for gathering and reporting student data needed for federal entitlement programs	School Assurance Form	July 31
	Policies and procedures for student record receipt and review are appropriate and in place	School Assurance Form	
Facilities	Fire Inspection conducted, passed, and on file	Copy of inspection report	July 31
	Certificate of Occupancy specifying maximum occupancy awarded and on file	Copy of Certificate of Occupancy	
	Building Inspection conducted, passed, and on file	Copy of inspection report	
	Health District Inspection conducted, passed, and on file	Copy of inspection report	
	Custodial/maintenance services contracted	Copy of contract	
Financial	Independent Auditor has been contracted (if applicable)	Letter from Audit firm	July 31
	Forms acquired for PO, checks, reimbursements, leave requests, etc.	School Assurance Form	
	Food Service Agreement signed and on file	School Assurance Form	
	Transportation Agreement signed and on file	School Assurance Form	

Idaho Public Charter School Commission Pre-Opening Timeline

<u>Report</u>	<u>Benchmark</u>	Required Documentation	<u>Deadline</u>
Staffing	All teachers are properly licensed, documentation on file	Reviewed at Site Visit	July 31
	Special Education record keeping procedures and responsible staff identified	School Assurance Form	
	Staff professional development planned	School Assurance Form	
	All staff listing with titles and positions, along with any vacancies submitted	Submitted to PCSC	
Board Governance	Board Meeting Calendar Established	School Assurance Form	July 31
	Board Conflict of Interest Policies and Code of Ethics are signed and on file	Submitted to PCSC	
	Meeting minutes from at least one board meeting in the past 60 days	Submitted to PCSC	
	Job descriptions for Board Officers and Members	School Assurance Form	
	Board training plan outlined	School Assurance Form	
	Updated list of governing board, listing position and contact information	Submitted to PCSC	
Site Visit	Facility space is accessible, clean, and well lit	Reviewed at Site Visit	TBD
	Classroom furnishings meet needs of student population and are arranged appropriately for instruction	Reviewed at Site Visit	
	Equipment is operational and technology available for student use	Reviewed at Site Visit	
	Certificate of Occupancy on file	Reviewed at Site Visit	
	Fire Inspection passed and on file	Reviewed at Site Visit	
Special Education Assurances	Details available from SDE or Charter School Special Ed Primer	SDE	Before 1st day of instruction

Appendix D: Articles of Incorporation and Bylaws

Appendix: A-1 Articles of Incorporation

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.

03/23/2015 05:00 CK:92468 CT:299074 BH:1467607

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0 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:

Murray Stanton, Chair

1371 Mica Mountain

Deary, ID 83823

Shana Codr, Vice-Chair

1668 Hwy. 9

Deary, ID 83823

Bonnie Freytag

804 Park Street PO Box 151

Deary, ID 83823

Jill Call

9819 W. Pattie Dr.

Boise, ID 83704

Dennis Turner

4040 Amber Ln.

Pocatello, ID 83202

Terry Ryan

1312 N. 20th St.

Boise, ID 83702

Allison Akhnoukh

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 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.	Month
DATED this17_th day of, 2015	
JASON BRANSFORD, Incorporate	- or

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ARTICLES OF AMENDMENT

for Name Change

Appendix: A-2 Articles 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: b. The number of directors that voted for each amendment was:				
	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:				
Pri	nted Name: Barbara A. Femreite, Treasurer				

Signature: Baba A Fernils

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 IMEMBERSHIP

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, Charter 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 <u>Election and Term of Office of Directors.</u>

- 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 member in Seat Three representing Pocatello stakeholders will be an individual with a 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 will be a voting member of the Board as deemed appropriate based on the existing needs of the Board of Directors. This board member will be appointed using the following procedure:
 - 2.3.1.2.1 A five (5) member committee consisting of two (2) staff members, an individual with a close association to a current or former student, such as a parent or guardian, sibling, grandparent, or other individual and two (2) board members will be appointed by the Board of Directors.
 - 2.3.1.2.2 The Board of Directors will inform the appointed committee of the specific areas of experience, education or expertise needed on the Board.
 - 2.3.1.2.3 The committee will take appropriate action to inform parents of the vacancy for Seat Three, such as through school newsletters, public announcements, or other means.
 - 2.3.1.2.4 All individuals interested in Seat Three will be required to submit a letter of interest, complete a questionnaire developed by the committee and participate in a screening process with the committee.
 - 2.3.1.2.5 The committee will recommend not more than three (3) candidates to the Board of Directors for its consideration.
 - 2.3.1.2.6 The Board of Directors will review the information received from the committee and determine the best individual to be appointed for Seat Three.
- 2.3.1.3 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:

Voting Board Members	Term	Expiration Date
Seat 1: Murray Stanton, Vice-Chair	3	6/2018
Seat 2: Shana Codr	3	6/2018
Seat 3 Pocatello Rep:	3	6/2018
Dennis Turner, Chair		
Seat 4: Roger Steward	2	6/2017
Seat 5: Allison Akhnoukh	2	6/2017
Seat 6: Jill Call	1	6/2019
Seat 7: Bonnie Freytag	1	6/2019

Non-Voting Board Members		
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 <u>Removal of Directors.</u>

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 <u>Meetings Open to the Public.</u>

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 <u>Regular Meetings</u>. 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 <u>Special Meetings</u>. 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 is such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. All board meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Act, Idaho Sections 74-201 through 74-208.

Section 5.3 Committees.

- 5.3.1 <u>Appointment of Committees</u>. 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 <u>Authority of Board Committees</u>. 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 <u>Procedures of Committees</u>. 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 <u>Performance of Duties</u>. 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 <u>Reliance on Others</u>. 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 <u>Investments</u>. 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 <u>Chair</u>. 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 <u>Vice Chair</u>. 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 <u>Treasurer</u>. 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 <u>Election</u>, Eligibility, and Term of Office.

- 6.2.1 <u>Election</u>. 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 <u>Eligibility</u>. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- 6.2.3 <u>Term of Office</u>. 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 §30-30-623, 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 <u>Insurance</u>.

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 <u>Self-Dealing Transactions.</u>

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 <u>Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree</u>.

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 1st of each year and ends on June 30th of the following year.

Section 9.2 <u>Non-Liability of Directors.</u>

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 <u>Construction and Definitions.</u>

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 <u>Interpretation of Charter.</u>

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

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

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

Secretary

Appendix E: Board Roster

Gem Prep Pocatello Date

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Dennis Turner	Chair	12/2015 – 06/2018	deturner849@gmail.com	208-705- 5139
Murray Stanton	Vice-Chair	12/2015 – 06/2018	stantonfarmdeary@gmail.com	208-877- 1248
Allison Akhnoukh		12/2015 – 06/2017	allison.akhnoukh@gmail.com	
Jill Call		07/2016 – 06/2019	jillfcall6@gmail.com	208-323- 1683
Shana Codr		12/2015 – 06/2018	scodr@vandals.idaho.edu	208-596- 6905
Bonnie Freytag		07/2016 – 06/2019	freytagbb@hotmail.com	208-877- 1340
Roger Stewart		08/2015 – 06/2017	rstewart@boise state.edu	208-323- 4977

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Gem Prep: Pocatello	Year Opened:	2017	Operating Term:	Date Executed:			
Due to significant changes to the state's school accountability system	n, the academic se	ection of	GPP's performance f	framework will require modification during the			
the certificate term. The parties agree that, upon the PCSC's adoption	he certificate term. The parties agree that, upon the PCSC's adoption of a revised performance framework, GPP's performance framework will be amended						
to reflect the academic section as revised.							

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

Measure 1a	INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible				Points Earned
Overall Star Rating	Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	4 3 2 1	25 20 15 0 0				
Notes							0
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible				Points Earned
	Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward None Focus Priority	25 15 0 0				
Notes							0
	INDICATOR 2: STUDENT ACADEMIC PROFICIENCY						
Measure 2a ISAT / SBA % Proficiency	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Reading	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							0
Measure 2b ISAT / SBA % Proficiency	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Math	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							U

Measure 2c ISAT / SBA % Proficiency	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Language Arts	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes						-	0
	INDICATOR 3: STUDENT ACADEMIC GROWTH						
Measure 3a Criterion-Referenced	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Reading	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
Growth in Reading	Meets Standard: At least 65% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
	3					-	0
Notes							
Notes							
Measure 3b	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3b Criterion-Referenced	grade?		Points Possible	•	Percentile Targets	Percentile Points	Points Earned
Measure 3b Criterion-Referenced				this Range	_		
Measure 3b Criterion-Referenced	grade? Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	this Range	85-100	16	0
Measure 3b Criterion-Referenced	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth.		76-100 51-75	this Range 25 25	85-100 70-84	16 15	0 0
	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		76-100 51-75 26-50	this Range 25 25 25	85-100 70-84 50-69	16 15 20	0 0 0
Measure 3b Criterion-Referenced Growth in Math	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		76-100 51-75 26-50	this Range 25 25 25	85-100 70-84 50-69	16 15 20	0 0 0 0
Measure 3b Criterion-Referenced Growth in Math Notes Measure 3c	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		76-100 51-75 26-50	this Range 25 25 25	85-100 70-84 50-69	16 15 20 49	0 0 0 0
Measure 3b Criterion-Referenced Growth in Math Notes Measure 3c Criterion-Referenced	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	(Percentage)	76-100 51-75 26-50 0-25	this Range 25 25 25 25 25 Possible in this Range	85-100 70-84 50-69 1-49	16 15 20 49	0 0 0 0
Measure 3b Criterion-Referenced Growth in Math Notes	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth.	(Percentage)	76-100 51-75 26-50 0-25 Points Possible	this Range 25 25 25 25 25 Possible in this Range 25	85-100 70-84 50-69 1-49 Percentile Targets	16 15 20 49 Percentile Points	0 0 0 0 0
Measure 3b Criterion-Referenced Growth in Math Notes Measure 3c Criterion-Referenced	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth.	(Percentage)	76-100 51-75 26-50 0-25	this Range 25 25 25 25 25 Possible in this Range 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49 Percentile Points	0 0 0 0 0
Measure 3b Criterion-Referenced Growth in Math Notes Measure 3c Criterion-Referenced	grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth.	(Percentage)	76-100 51-75 26-50 0-25 Points Possible 76-100 51-75	this Range 25 25 25 25 25 Possible in this Range 25	85-100 70-84 50-69 1-49 Percentile Targets 85-100 70-84	16 15 20 49 Percentile Points	0 0 0 0 0

Notes

Measure 3d	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earne
Norm-Referenced Growth in Reading	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3e Norm-Referenced	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Math	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	$\textbf{Exceeds Standard:} \ \ \textbf{The school's Median SGP in language arts falls between the } 66^{th} \ \text{and } 99^{th} \ \text{percentile.}$		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							Ü
		Result (Percentage)	Points Possible	Possible in this	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth	Is the school increasing subgroup academic performance over time?	(reiceillage)		Range			
Combined Subjects	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	-
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes							0

	INDICATION A COLUMN CARPER DE ADDRESS						
	INDICATOR 4: COLLEGE AND CAREER READINESS						
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4 2	30 10				
Notes	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				0
Measure 4b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness	5	50				
	benchmark on an entrance or placement exam.) Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4 2	30 10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							Ū
Measure 4b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college	5	50				
	readiness benchmark on an entrance or placement exam. Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the	3-4	30				
	college readiness benchmark on an entrance or placement exam. Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the	2	10				
	college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							•
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes	Exceeds Standard: At least 90% of students graduated from high school. Meets Standard: 81-89% of students graduated from high school. Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school.		39-50 26-38 14-25 0-13	12 13 12 13	90-100 81-89 71-80 1-70	11 9 10 70	0 0 0 0

	MISSION-SPECIFIC GOALS			
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
Notes	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard: Consistent with best practices and input from stakeholders, a significant portion (40%) of a school's total score on the framework reflects the school's performance on a set of Mission-Specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of Mission-Specific measures should be established during one-on-one negotiations between school and authorizer. Oct 1 Reporting Deadline.			0.00
Measure 2	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				0.00
Measure 3	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			0.00
Notes				0.00

Gem Prep Pocatello--- MISSION-SPECIFIC FRAMEWORK

Measure 4	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			0.00
Notes				0.00
Measure 5	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				0.00

	INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
Educational Program	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance coefficiate relating to resolutemental regarding ELLs, including but not limited for Capitalise access and apportunity to emotive required policies related to the service of ELL students; compliance with notes to Englage promiumication regularized sciences and organizations and compliance of advantages and advantages and advantages access and apportunity to emotive required policies related to the service of ELL students; compliance with and expectations and expectations between the control of the compliance and equality devices of encircles students; appropriate accomposition of advantages and equality related students; and appropriate accomposition of the performance coefficiate relating to requirements of monocompliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. **BIOLICATOR 2-EIRANCAGE MANAGEMENT AND OVERSIGHT** Is the achieve the exchool meeting financial reporting and compliance requirements? **BIOLICATOR 2-EIRANCAGE MANAGEMENT AND OVERSIGHT** **BESS Standard**: The school materially compliance requirements?** **BESS Standard**: The school materially compliance with applicable laws, rules, regulations, and provisions of the performance conflictor relating to financial reporting requirements in the board contracts with and Education Service Provider, on-clima submission and completion on the performance conflictor relating to financial reporting requirements in the board contracts with and Education Services and adjusted to					
conflictor relating to requirements regarding ELLs. including but not limited to: Caputable access and opportunity to enroll required policies related to the service of ELLs services, appropriate and equalistic enhances to sentified students; appropriate acconditions on assessments; one of ELL services, appropriate and equalistic enhances to destrifted students; appropriate acconditions on assessments; one of ELL services; and opposition genomized predictions; appropriate accordations on assessments; other of the students of the services and oppositions; and the services of the services of the services to destrifted students; appropriate accordations on assessments; other potentials, with occurrentation, by the governing beard. Meets Standards: The school exhibits frequent and/or significant non compliance are minor and quickly remedied, with occurrentations, by the governing beard. BIOICATORS: EINANCIAL MANAGEMENT AND OVERSIGHT States who meeting financial reporting and compliance requirements? Is the school meeting financial reporting and compliance requirements? Exceedible Standards: The school exception and compliance requirements? Exceedible Standards: The school interestive politicies with applicable leavs, rules, regulations, and provisions of the performance certificate relating to Translationary compliance with applicable leavs, rules, regulations, and provisions of the performance certificate relating to Translationary compliance with applicable leavs, rules, regulations, and provisions of the performance certificate relating to Translationary compliance with applicable leavs, rules, regulations, and provisions of the performance certificate relating to Translationary politicis in provisions and completion of the annual independent and and corrective and poliny final politicistic politicist received to the compliance and politicistic politici	Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result		Points Earned
certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the percenting board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to frequirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. INDICATOR 2-FINANCIAL MANAGEMENT AND OYERSIGHT Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but and limited to: Complete and on-time submission of financial independent audit and corrective action plans (if applicable), and all reporting requirements related to the use of public funds. Meets Standard: The school largely withints compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements, including but and compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Is the school following Generally Accepted Accounting Principles (GAAP)? Result Points Result Points Result Points Possible Points P		certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-		25	
and provisions of the performance certificate relating to requirements regarding ELLs, and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. **Mostar Standard: The school meeting financial reporting and compliance requirements?** **Initiation of Compliance** **Exceeds Standard: The school meeting financial reporting and compliance requirements?** **Initiation of Compliance** **Exceeds Standard: The school materially complies with appliciable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plant (applicable) and reporting requirements related to the upolity funds. **Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are not quickly remedied, with documentation, by the governing board. **Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. ***Beasure 2b*** **Meets Standard: The school exhibits failure to applicable laws, rules, regulations, and provisions of the performance certificate relating to financial importing performance and covering the performance certificate relating to financial importing performance certificate relating to financial impor		certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with		15	
Measure 2a inancial Reporting and Compliance (arrificate relating to financial reporting and compliance vith applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; including but not limited to: Complete and on-time submission of financial reporting requirements; including but not limited to: Complete and on-time submission of financial reporting requirements in the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Meets Standard: The school materially comples with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audic opinion an audic devolut of significant finally exerces or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an ann		and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not		0	
Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reporting requirements if the board contracts with and Education Service Provider on rule submission and completion of the annual independent audit and corrective action pians (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider on rule submission and completion of the annual independent audit and corrective action pians (if applicable), and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Measure 2b Measure 2b Meets Standard: The school Materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but and the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and conditions, material weaknesses, or significant internal control weaknesses, and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	Notes				0.00
Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reporting requirements if the board contracts with and Education Service Provider on rule submission and completion of the annual independent audit and corrective action pians (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider on rule submission and completion of the annual independent audit and corrective action pians (if applicable), and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Measure 2b Measure 2b Meets Standard: The school Materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but and the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and conditions, material weaknesses, or significant internal control weaknesses, and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Is the school meeting financial reporting and compliance requirements? Possible Points Earned				Points	
Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reports including amual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements in the advance of the performance certificate relating to financial reports. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unquilified audit opinion, an audit devold of significant infindings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and independent audits, and/or matters of non-compliance are not quickly remedied, with docume	Measure 2a Financial Reporting	Is the school meeting financial reporting and compliance requirements?	Result		Points Earned
certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant dispance and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	and Compliance	certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual		25	
and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. O.00		certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with		15	
Measure 2b SAAP Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Result Points Possible Points Earned 25 0 0 0 0 0 0 0 0 0 0 0 0 0 0		and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not		0	
Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Result Possible Points Earned Points Earned Points Earned Points Earned Points Earned Points Earned Does like yesible Points Earned Points Earned Points Earned Points Earned Points Earned	Notes				0.00
Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. Result Possible Points Earned Points Earned Points Earned Points Earned Points Earned Points Earned Does like yesible Points Earned Points Earned Points Earned Points Earned Points Earned					
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result		Points Earned
performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	-	certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph		25	
		performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits;		0	0.00
	Notes				0.00

	GOVERNANCE AND REPORTING			
leasure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
overnance Requirements	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard : The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
otes				0.00
leasure 3b	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
eporting Requirements	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	0.00
lotes				3.33
	INDICATOR 4: STUDENTS AND EMPLOYEES			
leasure 4a tudent Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are		0	
	not quickly remedied, with documentation, by the governing board.			

		D lt	Points	
easure 4b edentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
aung. cumu uncum	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters		0	
	of non-compliance are not quickly remedied, with documentation, by the governing board.			

	INDICATOR 5: SCHOOL ENVIRONMENT			
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible	Points Earned
racinites and transportation	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

	ADDITIONAL OBLIGATIONS			
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
-	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of noncompliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	0.00
Notes				

	INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.		50	
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
Notes				0.00
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>		50	
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
Notes				0.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30 0	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		U	0.00
Notes				
Measure 1d Default	Default	Result	Points Possible	Points Earned
·•	Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
	Does Not Meet Standard: Not applicable			
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
Notes				0.00

	INDICATOR 2: SUSTAINABILITY MEASURES			
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
.	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
Notes				0.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
2000007133001114113	Meets Standard: Debt to Asset Ratio is less than 0.9		50	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
Nickon				0.00
Notes				
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
Cash Flow	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year			
	Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year of white Schools in their first or second year of operation must have positive cash flow.		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
				0.00
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
				0.00
Notes				

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points % of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25 1%	0.00
	1b	25	2%	0.00	25 1%	0.00
Proficiency	2a	75	5%	0.00	75 4%	0.00
	2b	75	5%	0.00	75 4%	0.00
	2c	75	5%	0.00	75 4%	0.00
Growth	3a	100	7%	0.00	100 6%	0.00
	3b	100	7%	0.00	100 6%	0.00
	3c	100	7%	0.00	100 6%	0.00
	3d	75	5%	0.00	75 4%	0.00
	3e	75	5%	0.00	75 4%	0.00
	3f	75	5%	0.00	75 4%	0.00
	3g	100	7%	0.00	100 6%	0.00
College & Career Readiness	4a				50 3%	0.00
	4b1 / 4b2				50 3%	0.00
	4c				50 3%	0.00
Total Possible Academic Points - Points from Non-Applicable		900			1050	
Total Possible Academic Points for This School		900			1050	
Total Academic Points Received				0.00		0.00
% of Possible Academic Points for This School				0.00%		0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
	1						
	2						
	3						
	4						
	5						
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL BOSSIDLE ASADEMAS & MUSSION SPECIFIC	POINTS	4500			4750		
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC	POINTS	1500			1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC F	POINTS			0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned	
Educational Program	1a	25	6%	0.00	
	1b	25	6%	0.00	
	1c	25	6%	0.00	
	1d	25	6%	0.00	
Financial Management & Oversight	2a	25	6%	0.00	
	2b	25	6%	0.00	
Governance & Reporting	3a	25	6%	0.00	
	3b	25	6%	0.00	
Students & Employees	4a	25	6%	0.00	
	4b	25	6%	0.00	
	4c	25	6%	0.00	
	4d	25	6%	0.00	
School Environment	5a	25	6%	0.00	
	5b	25	6%	0.00	
	5c	25	6%	0.00	
Additional Obligations	6a	25	6%	0.00	
TOTAL OPERATIONAL POINTS		400	100%	0.00	
% OF POSSIBLE OPERATIONAL POINTS				0.00%	

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

Gem Prep Pocatello--- PERFORMANCE FRAMEWORK SCORING

	Academic & N	Aission-Specific	Opera	tional	Fina	Financial		
ACCOUNTABILITY DESIGNATION	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned		
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible			
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible			
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible			
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible			

Appendix G: Authorizer Policies

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Section I: General

Submission of Meeting Materials (Adopted June 17, 2014; Amended June 11, 2015)

- Regular Meeting Materials Deadline: Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than 5:00 p.m. MT thirty (30) calendar days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- Special Meeting Materials Deadline: Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 8:00 a.m. MT three (3) business days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 3. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Microsoft Word, Excel, or Adobe PDF. Completed budget templates must be submitted in Excel. Materials submitted in or as more than five (5) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
- 4. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

Section II: New and Transfer Charter School Petitions (Adopted June 17, 2014; Amended June 11, 2015)

Petition Consideration Timeline

- 1. The PCSC shall consider new and transfer charter school petitions on a timeline in compliance with I.C. § 33-5205.
- 2. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.
- 3. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.
- 4. Pursuant to I.C. § 33-5205(2), the initial hearing on a petition may be delayed for a specified period of time by mutual, written agreement of both parties. The initial hearing for any petition may be delayed only once.

Standards for Petition Approval

- 1. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- 2. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.1 of this policy.
- 3. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- 4. 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.

Petition Evaluation Process

- Petitions shall be submitted electronically via electronic mail, web-based filesharing services, or portable data storage device. Documents must be combined into no more than two (2) PDF documents, one comprising the body of the petition and the other the combined appendices.
- 2. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

- 3. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.1 of this policy.
- 4. Revised petitions shall show in legislative format all changes from the most recent version reviewed by the PCSC office (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format.
- 5. Revised petitions shall clearly show the submission date of the most recent revision on the title page.
- 6. Petition revisions shall be submitted in accordance with Section II.C.1 of this policy. The entire petition, including appendices, must be submitted with each revision.
- 7. Petition revisions that are not submitted in compliance with this section shall be returned to the petitioners without further review.
- 8. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- 9. The most recent, complete petition revision in the possession of PCSC staff by 5:00 p.m. MT on the meeting materials submission deadline will be the version provided to the PCSC.
- 10. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- 11. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases and only by advance permission of PCSC staff, unless an exception is made in accordance with Section I.A.5. Public comment on the petition is excluded from this provision.
- 12. If, at the initial hearing, a decision regarding a petition is delayed pursuant to I.C. § 33-5205(2), one (1) revision will be accepted by the PCSC office within thirty (30) days.

Section III: Charter and Performance Certificate Amendments (Adopted February 13, 2014; Amended June 11, 2015)

Proposed Charter or Performance Certificate Amendment Consideration Timeline

- 1. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
- 2. Proposed amendments, other than those deemed appropriate for administrative approval per item (3.) of this section, must be submitted according to the meeting materials deadlines outlined in Section I.A.1.
- 3. Except as provided in Subsection 4 below, proposed charter amendments will be considered at regular meetings only.
- 4. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- 5. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

Proposed Charter or Performance Certificate Amendment Process

- 1. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- 3. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy.
- 4. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "track changes" or "show markup" feature shall not be considered an acceptable substitute for legislative format.
- One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- 6. The most recent, complete version of the proposed amendment in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on

the deadline established in writing by PCSC staff shall be provided to the PCSC.

- 7. The version provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of the proposal. The charter holder will also be provided with the evaluation document.
- 8. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases and by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.
- 9. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.
- 10. The PCSC may approve a proposed amendment contingent upon specific revisions that the charter holders 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. MT on the date of the PCSC's next regularly scheduled meeting.
- 11. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of decision-making with regard to proposed charter amendments.

Standards for Charter Amendment Approval

- 1. Application of Petition Evaluation Rubric
 - a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - b. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
- 2. School Enrollment Expansion Eligibility
 - a. Enrollment expansion proposals include proposals to broaden the range of grades served or to add additional students in grades already served by a public charter school.
 - b. Enrollment expansion proposals for schools whose current accountability designation is Honor or Good Standing shall be considered by the PCSC. A school's current accountability designation is the designation reflected in the school's most recent midterm annual report or renewal-year performance report.

- c. Schools whose current accountability designation is Remediation or Critical shall not be approved for enrollment expansion. Exception to this provision may be made on the basis of contextual factors impacting a school's accountability designation.
- d. Enrollment expansion proposals shall include documentation of the school's capacity to serve additional students without compromising the quality of the existing program and evidence of community interest in expansion.
- 3. Amendments During Non-Renewal or Revocation Process
 - a. During non-renewal or revocation proceedings, schools may not propose amendments to sections of the charter or performance certificate that are relevant to the reasons for non-renewal or revocation.
 - b. A school shall be considered to be in non-renewal proceedings from the time it receives written notice from PCSC staff stating that the school will be recommended for non-renewal. The school shall remain in non-renewal proceedings until such time as the PCSC moves to renew the charter.
 - c. A school shall be considered to be in revocation proceedings from the time the PCSC moves to issue a notice of intent to revoke to the school. The school shall remain in revocation proceedings until such time as the PCSC takes action to allow the school to continue operations, or until the State Board of Education overturns the PCSC's revocation decision upon appeal.

Section IV: Charter School Oversight (Adopted June 11, 2015)

Performance Certificates

- 1. Performance certificates for new or transfer, non-alternative public charter schools shall include the standard performance certificate and performance framework adopted by the PCSC in August 2013, as amended.
- Performance certificates for new or transfer, alternative public charter schools shall include the standard performance certificate adopted by the PCSC in August 2013, as amended, and the alternative framework adopted by the PCSC in May 2014, as amended.
- 3. Performance frameworks for transfer petitions received after January 1, 2015, shall include mission-specific measures.
- 4. In cases of proposed transfer from another authorizer to the PCSC, the draft performance certificate must be adopted by the PCSC and charter school board at the time of transfer approval.
- 5. PCSC staff and charter school board members will collaborate to draft those sections of the certificate and framework that are intended for individualization, including mission-specific performance measures.
- 6. Whenever possible, PCSC staff and the charter school board shall reach agreement regarding the individualized contents of the draft performance certificate and appendices prior to submission of the draft to the PCSC for consideration.
- 7. If agreement regarding the individualized contents of the draft performance certificate and appendices cannot be reached in time to meet relevant timelines in statute and PCSC policy, a subcommittee of three commission members may be formed to advise or mediate the collaborative drafting process.

Annual Public Charter School Performance Reports

- 1. An annual Public Charter School Performance Report (annual report) shall be issued by the PCSC to each school it authorizes.
- Annual reports shall be issued by November 15 to schools whose charters will
 expire at the end of the current school year (renewal-year schools) and by January
 31 to schools whose charters will not expire at the end of the current school year
 (midterm schools).
- 3. Annual reports shall provide information about schools' status with regard to all applicable measures contained in the performance framework, and will provide the

schools with accountability designations based on points earned within the framework.

- 4. Annual reports shall provide information about schools' status with regard to all conditions contained in Appendix A.
- 5. Midterm schools shall not be sanctioned on the basis of their accountability designations, except as otherwise provided in law, administrative rule, or PCSC policy. The purpose of annual reports to midterm schools is to provide those schools with ample warning of any concerns that may impact renewal decision-making at the end of the certificate term. Midterm results will also provide information about a school's changing performance over time, which will be considered in the renewal year.
- 6. Midterm schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
 - a. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
 - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
 - ii. Documentation supporting each correction/clarification.
- 7. Midterm schools shall have twenty-one (21) days in which to provide, in writing and with relevant documentation, any corrections or clarifications to the annual report.
- 8. Annual reports may be amended by PCSC staff pursuant to corrections or clarifications provided by schools. When such amendments are not made, for reasons including but not limited to inadequate documentation of the correction or clarification, a notation may be included summarizing the school's requested correction of clarification and the reason for its exclusion.
- 9. Annual reports shall be published on the PCSC's website no later than April 15.

Required Reports

- Dashboard Reports: Each PCSC-authorized school shall submit a completed annual dashboard report to the PCSC office no later than July 30 of each year. Dashboard reports shall be submitted using the dashboard reporting form provided by the PCSC.
- 2. Budget Reports: Each PCSC-authorized school shall submit the following reports: All budget worksheets submitted to the State Department of Education at the beginning of the fiscal year; quarterly balance sheets; quarterly income statements; and revised budgets, if applicable. Schools achieving Honor status on the financial section of their most recent annual reports shall be exempt from first and third quarter reporting.

- 3. Independent Fiscal Audits: Each PCSC-authorized school shall submit an independent fiscal audit to the PCSC office no later than October 15 of each year.
- 4. Mission-Specific Performance Measure Results: Each PCSC-authorized school with a performance framework that includes mission-specific performance measures shall submit relevant results data and supporting documentation for the previous school year no later than October 1, or by the alternate deadline specified in the performance certificate, if applicable.
 - a. Supporting documentation must demonstrate the accuracy of the results data.
 - b. Schools submitting data that is inaccurate, unverifiable, or otherwise inadequate for determining a score on the framework will receive a score of zero (0) on the affected measure(s).
- 5. Other Reports as Requested: The PCSC or its staff may request additional reports on an as-needed basis in order to understand and monitor the school's financial, operational, and academic status.

Courtesy Letters

- Upon becoming aware of a concern regarding a school's finances, operations, legal compliance, or academic status, PCSC staff may issue to the charter school board a courtesy letter advising the board of such concern. Courtesy letters will typically be issued with regard to concerns of sufficient significance as to be noted in the school's annual report.
- 2. Courtesy letters shall be for the purpose of ensuring the charter school board is aware of the concern and has maximum opportunity to seek resolution in advance of the next annual report or renewal consideration. Courtesy letters should not contain, or be viewed as, sanctions against the charter school. Because they do not represent sanctions, courtesy letters will not be "removed" or "lifted" by the PCSC or its staff.
- Charter school boards in receipt of courtesy letters are strongly encouraged to provide PCSC staff with additional information to provide clarity or document resolution of the concern.
- 4. Regardless of whether or not a courtesy letter is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

Notice to Entities Responsible for Legal Enforcement

1. Pursuant to I.C. 33-5210(4), PCSC staff shall notify the entity responsible for administering a law it has reason to believe that a public charter school has

violated. Such notice shall be in writing, and a copy shall be provided to the public charter school.

- 2. In some cases of non-compliance, an entity responsible for enforcing the relevant provision of statute or administrative rule cannot be identified. In such instances, PCSC staff shall issue to the charter school's board a courtesy letter ensuring the board is aware of the issue.
- 3. Any sanctions against the public charter school resulting from the issuance of notice to entities responsible for legal enforcement shall be considered imposed by the entity responsible, rather than by the PCSC.
- 4. Charter school boards are strongly encouraged to provide PCSC staff with documentation of resolution of the concern as soon as possible in order to ensure accurate reflection of the situation in the school's annual report.
- 5. Regardless of whether or not a notice to entities responsible for enforcement is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

Letters of Fiscal Concern

- Pursuant to I.C. 33-5210(3), if the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the PCSC shall issue to the State Department of Education a letter of concern.
- 2. For purposes of this section, fiscal stability shall be defined as the ability to maintain positive cash flow and positive year-end balances while servicing all obligations, without relying on revenues intended for use in future fiscal years to cover current-year operating expenditures.
- 3. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year. (For example, teacher contracts for the 2015-16 school year must be paid entirely out of FY16 funds; payroll over the summer of 2016 should not be met using FY17 revenue.)
- 4. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.
- 5. Fiscal letters of concern shall be re-evaluated for continuation or removal only at the PCSC's June regular meeting. Schools wishing to have letters of concern considered for removal shall provide updated fiscal status details and supporting documentation accordance with Section I.A, Submission of Meeting Materials.

Section V: Renewal and Non-Renewal (Adopted June 11, 2015)

Standards for Renewal Decision-Making.

- The PCSC shall make renewal decisions based on documented outcomes regarding a school's academic, mission-specific, operational, and fiscal performance. Such performance shall be evaluated using the provisions, conditions, and measures contained in the performance certificate and its appendices, including the performance framework.
- 2. Calculation of the percentage of eligible points earned on the academic and mission-specific sections of the performance framework for each school shall determine that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation shall guide the PCSC's renewal or non-renewal decision-making. Renewal or non-renewal decision-making shall also be influenced by results on the operational and financial sections of the framework.
 - a. Schools achieving an accountability designation of Honor shall be recommended for renewal. Schools that fall into the point-percentage range for Honor but whose financial and/or operational outcomes are poor shall not be eligible for an Honor designation.
 - b. Schools achieving an accountability designation of Good Standing shall be recommended for renewal; however, conditional renewal may be recommended if financial and/or operational outcomes are poor.
 - c. Schools achieving an accountability designation of Remediation may be recommended for non-renewal or conditional renewal, particularly if financial and/or operational outcomes are poor.
 - d. Schools achieving an accountability designation of Critical are likely to be recommended for non-renewal, particularly if financial and/or operational outcomes are poor.
 - e. Financial or operational outcomes shall be considered poor if points achieved on the corresponding section of the performance framework place the school in remediation or critical status for that section.
 - f. Measures for which a school lacks data due to factors such as grade configuration or small size shall not contribute to that school's accountability designation.
 - g. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of renewal or nonrenewal decision-making.
- The PCSC shall consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions. However, renewal decisions shall be based on past outcomes, not on promises of future improvement.

- 4. The PCSC shall consider trends documented in a school's annual reports for the years leading up to renewal. Statistically significant, positive growth trends will make renewal of schools with Remediation accountability designations more likely, while stagnant or negative growth trends will make renewal of such schools less likely. Trends may also contribute to recommendations for conditional renewal.
- 5. If a school fails to meet specific conditions for necessary improvement within the specified timeframes included in Appendix A of the performance certificate, non-renewal may result regardless of the school's accountability designation.
- 6. Conditional renewals shall be for periods of five years, but shall include in Appendix A of the performance certificate specific conditions for necessary improvement pursuant to §33-5209B(1), Idaho Code.

Renewal / Non-Renewal Process

- 7. No later than November 15, the PCSC shall issue to all renewal-year schools a performance report and renewal application guidance that meets the requirements of §33-5209B, Idaho Code. The performance report shall include notification of the prospect of non-renewal, if applicable.
- 8. Renewal-year schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
 - Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
 - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
 - ii. Documentation supporting each correction/clarification.
- 9. Renewal-year schools shall submit a renewal application to the PCSC no later than December 15. Renewal applications shall be submitted in accordance with the renewal application guidance provided by the PCSC and represent the charter holders' opportunity to submit documents challenging any rationale for nonrenewal and supporting the continuation of the school.
 - Renewal applications shall be submitted to the PCSC office electronically via email or online file-sharing service.
 - b. Renewal applications shall be comprised of no more than two (2) documents: the completed application form and an Adobe PDF document providing any supporting documentation. Supporting documentation shall include a table of contents and make use of Adobe's "bookmark" feature for ease of navigation. Additional documents in other formats may be accepted, on a case-by-case basis, with the prior approval of PCSC staff.
 - c. Schools that fail to submit their completed renewal applications, in a format consistent with this policy, by the statutory deadline may be recommended for non-renewal.

- 10. No later than January 15, PCSC staff will advise any renewal-year schools regarding whether they will be recommended for renewal or non-renewal. The purpose of this notice is to permit schools that may be recommended for non-renewal time to prepare a response in advance of the PCSC's regular February meeting.
- 11. During its February regular meeting, the PCSC will consider evidence regarding all renewal-year schools.
 - a. Written evidence provided by schools as part of their renewal application shall be provided to the PCSC. Additional written evidence shall not be accepted from schools after the meeting materials deadline (see ***).
 - b. Any written evidence provided by PCSC staff shall be published on the PCSC's website at least seven (7) days in advance of the meeting.
 - c. Both schools and the PCSC may be represented by counsel.
 - d. Schools may call witnesses and give testimony.
 - e. The PCSC may call witnesses and give testimony.
 - f. The PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.
- 12. Schools may submit written closing arguments to the PCSC office within seven (7) days of the February regular PCSC meeting.
- 13. No later than March 15, the PCSC will hold a special meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools.

Appendix H: Enrollment Policy

Gem Prep Pocatello October 13, 2016

Gem Prep Pocatello will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

- 1. Accountability in Action: A Comprehensive Guide to Charter School Closure. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
- 2. Colorado Charter School Institute Closure Project Plan (2010).
- 3. Charter Renewal. Charter Schools Institute, The State University of New York (SUNY).
- 4. Pre-Opening Checklist and Closing Checklist. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
- 5. 2010-2011 Charter Renewal Guidelines. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. Navigating the Closure Process. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

- Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
- 2. Reassigning students to schools that meet their educational needs.
- 3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

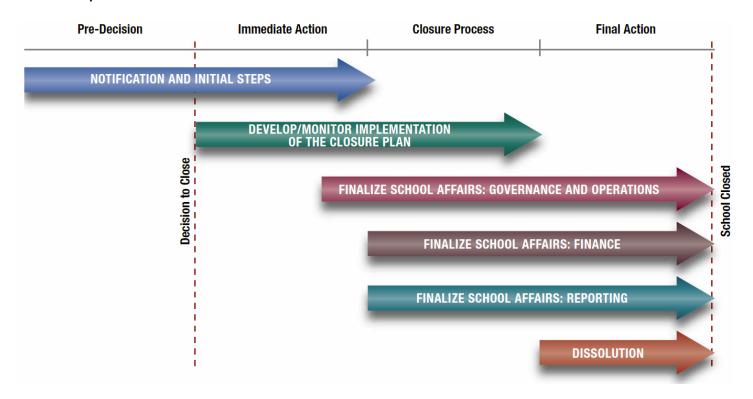
Endnotes

¹ Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts	School, PCSC, SDE			
 Notify Parents / Guardians of Potential Closure Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: The reasons for closure. If applicable, an explanation of the appeals process and likely timeline for a final decision. Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. Public Charter School Closure FAQ. Contact information for parents/guardians with questions. 	School, PCSC			
 Notify School Districts Materially Impacted Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: The reasons for closure. If applicable, an explanation of the appeals process and likely timeline for a final decision. Copy of the letter sent to parents. Public Charter School Closure FAQ. Contact information for questions. 	School, PCSC			
 Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. Emphasize importance of maintaining continuity of instruction through the end of the school year. Emphasize need to limit expenditures to necessities. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send	Additional and Final Notifications			
1.	Notify parents and affected school districts in writing after key events			
	(e.g., denial of an appeal) and when the closure decision is final.			
2.	The letters notifying staff, parents, and other districts of the final closure decision should include:			
	 The last day of instruction. Any end-of-the-year activities that are planned to make the transition easier for parents and students. Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. Basic information about the process for access and transfer of student and personnel records. 	School, PCSC		

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
1. Contact appropriate entities to establish a transition team, including: A member of the PCSC staff A member of the SDE staff Charter school board chair Lead administrator from the charter school Lead finance person from the charter school Additional members as deemed appropriate Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location				
Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets				
Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable)				
If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable)				
 Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including 	School			
business services will end.				
 Notify Contractors and Terminate Contracts Notify all contractors, including food service and transportation, of school closure. Retain records of past contracts and payments. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers				
 Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <u>WARN</u> and <u>COBRA</u>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 	School			
 Notify benefit providers of pending termination of all employees, to include: Medical, dental, vision plans. Life insurance. PERSI, 403(b), or other retirement plans 				
Consult legal counsel as specific rules and regulations may apply to such programs.				

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records				
 Maintain all corporate records related to: Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
Transfer Student Records and Testing Material				
 Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
 Inventory Assets and Prepare Federal Items for Pick-up Inventory school assets, and identify items: Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. Boxes should be packed, closed, taped, and clearly labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
 Notify and Pay Creditors Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government.	School, SDE			
 Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: The school's total enrollment at the start of the final semester The number and percentage of student records that have been transferred prior to closure The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: The school's total number of staff at the beginning of the final semester The number and percentage of personnel records that have been distributed to staff and/or new employers If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.				
 The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) Unless otherwise provided in the bylaws, the board of directors votes on 	School			
the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)				
Notify the Secretary of State (I.C. § 30-3-112)				
 After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: The name of the non-profit corporation. The date dissolution was authorized. A statement that dissolution was approved by sufficient vote of the board. If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
Notify Known Claimants (I.C. § 30-3-114)				
Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113)				
 A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: Preserving and protecting its assets and minimizing its liabilities. Discharging or making provision for discharging its liabilities. Disposing of its properties that will not be distributed in kind. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 	School			
 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 				
Notify IRS				
Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."

SUBJECT

PCSC Update: Draft Framework Revisions and Public Comment

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.

PCSC staff has drafted a revised framework, which remains subject to extensive development as the state accountability system progresses, and has invited stakeholder comment on the draft.

DISCUSSION

PCSC staff will provide information regarding the draft framework and stakeholder comments received in advance of the meeting. Additional public comment has been invited and may be shared during this meeting.

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.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School:	Year Opened:	Operating Term:	Date Executed:
•			

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [DATE].

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic section comprises the primary indicators on which most renewal or non-renewal decisions will be based. The Mission-Specific, Operational, and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

The Academic section reflects the school's performance on a set of academic indicators. The Academic section includes subsections particular to grades K-8, grades 9-12, and alternative schools. Each school will receive a score on all relevant subsections. (For example, as school offering grades K-12 will receive one score for the K-8 subsection and another for the 9-12 subsection. A high school with both general education and alternative programs will receive one score for the 9-12 subsection and another for the alternative subsection.) The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's school accountability system. Backup measures are included to supplement or supplant the accountability system-based measures in the event those measures cannot be used effectively with regard to any or all schools.

Mission-Specific:

Mission-specific indicators comprise a secondary element for consideration during the renewal process. This score will not typically be used as the primary rationale for non-renewal unless the failure to meet standards is indicative of overall ineffectiveness of the school's educational program. The purpose of mission-specific measures is to provide an opportunity for meaningful acknowledgement of schools' outcomes in programmatic areas not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. These measures may not be added, removed, or amended mid-term. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be a condition of the performance certificate.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score will not typically be used as the primary rationale for non-renewal unless the non-compliance with operational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score will not typically be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The authorizer may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designations in each area: Honor, Good Standing, Remediation, or Critical. The accountability designations will, in turn, guide the authorizer's renewal or non-renewal decision-making. Measures for which a school lacks publishable data due to factors such as grade configuration or small size may not contribute to that school's published accountability designation; however, the authorizer will consider student-level data when making authorizing decisions. Backup measures may be substituted in order to provide as much transparency and scope as possible when establishing accountability designations. The authorizer will consider contextual factors affecting a school's accountability designations when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.

Good Standing:

Schools achieving at this level in the academic category will be recommended for renewal; however, conditional renewal may be recommended if mission-specific, operational, and/or financial outcomes are poor. Replication and expansion proposals will be considered.

Remediation:

Schools achieving at this level in the academic category may be recommended for non-renewal or conditional renewal, particularly if mission-specific, operational, and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed.

Critical:

Schools achieving at this level in the academic category face a strong likelihood of non-renewal, particularly if mission-specific, operational, and/or financial outcomes are also poor. Replication and expansion proposals should not be considered.

	INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY						
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result	Points Possible				Points Earned
State Accountability Rating	Exceeds Standard: School received [summative score] on the [statewide school accountability system].		50				
	Meets Standard: School received [summative score] on the [statewide school accountability system].		30				
	Does Not Meet Standard: School received [summative score] on the [statewide school accountability system].		10				
	Falls Far Below Standard: School received [summative score] on the [statewide school accountability system].		0			-	
Notes	This measure should only be included if the summative score reflects a sufficient scope of information beyond that which is captured in the following measures. The summative score is likely to reflect school quality measures such as chronic absenteeism, a technology index, and teacher quality and engagement. Possible results and weighting (likely minimal) will be determined as more information becomes available. INDICATOR 2: STUDENT ACADEMIC PROFICIENCY						Ü
Measure 2a	Are students achieving English Language Arts proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT by SBAC % Proficiency	Evenade Standard: **9/ or more of students met er eveneded proficiency		F7 7F	10	00 100	11	0
English Language Arts	Exceeds Standard: **% or more of students met or exceeded proficiency. Meets Standard: Between **-**% of students met or exceeded proficiency.		57-75 38-56	19 19	90-100 65-89	11 25	0
	Does Not Meet Standard: Between **-**% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than **% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes	Percentages in rating categories will likely dovetail with state accountability system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the level of achievement on the relevant measure with the state system that would contribute to the minimum acceptable summative score.						0
Measure 2b	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT by SBAC % Proficiency	Evenede Standard: **9/ or more of students met er eveneded proficiency		F7 7F	10	00.100	11	0
Math	Exceeds Standard: **% or more of students met or exceeded proficiency. Meets Standard: Between **-**% of students met or exceeded proficiency.		57-75 38-56	19 19	90-100 65-89	11 25	0
	Does Not Meet Standard: Between **-**% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than **% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes	See measure 2a notes.						0
		Posult		Possible in this			
Measure 2c ISAT by SBAC % Proficiency	Are students achieving science proficiency on state examinations?	Result (Percentage)	Points Possible	Range	Percentile Targets	Percentile Points	Points Earned
Science	Exceeds Standard: **% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between **-**% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between **-**% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than **% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes	The PCSC may need to set rating categories independent of the state accountability system, which may not include science for several years. INDICATOR 3: STUDENT ACADEMIC GROWTH						<u> </u>
							_
Measure 3a	Are students making adequate annual academic growth to achieve ELA proficiency with 3 years?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
K-8 Criterion-Referenced Growth							
ISAT by SBAC ELA	Exceeds Standard: At least **% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between **-**% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between **-**% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than **% of students are making adequate academic growth.		0-25	25	1-49	49 .	<u> </u>
Notes	Information regarding how the state accountability system will calculate K-8 academic growth is presently unavailable. It is likely that the methodology will be less nuanced than criterion-referenced and norm-referenced growth. However, both types of growth can be calculated for PCSC-authorized schools. Growth (all measures combined) is presently weighted approximately three times as heavily as proficiency (all measures combined); this is consistent with stakeholder input upon development of the original performance framework.						·

Measure 3b	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
		, , , , , , , , , , , , , , , , , , , ,		0 -			
K-8 Criterion-Referenced Growth ISAT by SBAC Math	Exceeds Standard: At least **% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between **-**% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between **-**% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than **% of students are making adequate academic growth.		0-25	25	1-49	49	<u> </u>
Notes	See Measure 3a notes.						
Measure 3c	Are students making adequate annual academic growth to achieve science proficiency within 3 years or by 10th grade?	Result	Points Possible	Possible in this	Percentile Targets	Percentile Points	Points Earned
Wedsure Sc	Are students making adequate annual academic growth to achieve science proficiency within 5 years of by 10th grade:	(Percentage)		Range			
K-8 Criterion-Referenced Growth							
ISAT by SBAC Science	Exceeds Standard: At least **% of students are making adequate academic growth. Meets Standard: Between **-**% of students are making adequate academic growth.		76-100 51-75	25 25	85-100 70-84	16 15	0
	Does Not Meet Standard: Between **-**% of students are making adequate academic growth.		26-50	25 25	50-69	15 20	0
	Falls Far Below Standard: Fewer than **% of students are making adequate academic growth.		0-25	25	1-49	49	0
							0
Notes	See Measure 3a notes.						
		Result (Percentile)	Points Possible	Possible in this	Percentile Targets	Percentile Points	Points Farned
Measure 3d K-8 Norm-Referenced Growth	Are students making expected annual academic growth in ELA compared to their academic peers?	Result (Percentile)	roints rossible	Range	reitentile raigets	reitentile rollits	rollits Latrieu
ISAT by SBAC ELA	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile.		57-75	19	66-99	34	0
,	Meets Standard: The school's Median SGP in reading falls between the **th and ** th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the ** th percentile.		0-19	19	1-29	29	0
Notes	See Measure 3a notes.						U
Measure 3e	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
K-8 Norm-Referenced Growth		Result (Percentile)		Range	Percentile Targets		Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile.	Result (Percentile)	57-75	Range 19	66-99	34	Points Earned 0
K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile.	Result (Percentile)	57-75 38-56	Range 19 19	66-99 43-65	34 23	Points Earned 0 0 0
K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile.	Result (Percentile)	57-75	Range 19	66-99	34	Points Earned 0 0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile.	Result (Percentile)	57-75 38-56 20-37	Range 19 19 18	66-99 43-65 30-42	34 23 13	Points Earned 0 0 0 0 0
K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile.	Result (Percentile)	57-75 38-56 20-37	Range 19 19 18	66-99 43-65 30-42	34 23 13	Points Earned 0 0 0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile.		57-75 38-56 20-37 0-19	19 19 18 19	66-99 43-65 30-42 1-29	34 23 13 29	0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math Notes Measure 3f	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile.		57-75 38-56 20-37 0-19	Range 19 19 18	66-99 43-65 30-42 1-29	34 23 13	0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math Notes	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile. See Measure 3a notes.		57-75 38-56 20-37 0-19	Range 19 19 18 19 Possible in this	66-99 43-65 30-42 1-29	34 23 13 29	0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math Notes Measure 3f K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile. See Measure 3a notes. Are students making expected annual academic growth in science compared to their academic peers?		57-75 38-56 20-37 0-19 Points Possible	Range 19 19 18 19 Possible in this Range	66-99 43-65 30-42 1-29 Percentile Targets	34 23 13 29 Percentile Points	0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math Notes Measure 3f K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile. See Measure 3a notes. Are students making expected annual academic growth in science compared to their academic peers? Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile.		57-75 38-56 20-37 0-19 Points Possible 57-75 38-56 20-37	Range 19 19 18 19 Possible in this Range 19 19 18	66-99 43-65 30-42 1-29 Percentile Targets 66-99 43-65 30-42	34 23 13 29 Percentile Points 34 23 13	0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math Notes Measure 3f K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile. See Measure 3a notes. Are students making expected annual academic growth in science compared to their academic peers? Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile.		57-75 38-56 20-37 0-19 Points Possible 57-75 38-56	Range 19 19 18 19 Possible in this Range 19 19	66-99 43-65 30-42 1-29 Percentile Targets 66-99 43-65	34 23 13 29 Percentile Points 34 23	0 0 0 0
K-8 Norm-Referenced Growth ISAT by SBAC Math Notes Measure 3f K-8 Norm-Referenced Growth	Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile. See Measure 3a notes. Are students making expected annual academic growth in science compared to their academic peers? Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile.		57-75 38-56 20-37 0-19 Points Possible 57-75 38-56 20-37	Range 19 19 18 19 Possible in this Range 19 19 18	66-99 43-65 30-42 1-29 Percentile Targets 66-99 43-65 30-42	34 23 13 29 Percentile Points 34 23 13	0 0 0 0

	INDICATOR 4: EARLY READING EFFECTIVENESS						
		Result	Points Possible	Possible in this	Doveontile Torgets	Percentile Points	Points Earned
Measure 4a K-3 Reading	Is the school ensuring that early elementary students learn to read?	(Percentage)	Points Possible	Range	Percentile Targets	Percentile Points	Points Earned
IRI	Exceeds Standard: **-**% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring. Meets Standard: **-**% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring. Does Not Meet Standard: **-**% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring.		76-100 51-75 26-50	25 25 25	70-100 45-69 31-44	31 25 14	0 0 0
	Falls Far Below Standard: Fewer than **% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring.		0-25	25	1-30	30	0
Notes	The state accountability system may require use of the revised IRI in the future (2019). INDICATOR 5: NEXT LEVEL READINESS						0
Measure 5a Next Level Readiness	Are 5th grade students prepared to succeed in middle school?	Result	Points Possible				Points Earned
Elementary Grade Band	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		100 60 20 0				
Notes	The state accountability system will use indices, which have not yet been developed, to determine next-level readiness. It will likely be appropriate to establish rating categories that dovetail with the cumulative index scores. Possible results and weighting will be adjusted as additional details become available. Additional indicators and sub-indices within the state accountability system may be appropriate for use in mission-specific goals for certain schools.						0
Measure 5b Next Level Readiness	Are students in grades 6-8 prepared to succeed in high school?	Result	Points Possible				Points Earned
Middle School Grade Band	Exceeds Standard: Meets Standard:		100 60				
	Does Not Meet Standard: Falls Far Below Standard:		20 0				
Notes	See measure 4a notes.						0
	BACKUP INDICATOR #1: STATE PROFICIENCY COMPARISON						
Backup Measure 1a ELA Proficiency Rate	Do ELA (or similar subject area) proficiency rates exceed the state average?	Result (Percentage) [state average]	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Comparison to State Average	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.	[comes are ange]	76-100	25		[percentile points	0
on Required Standardized Test	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%. Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		51-75 26-50	25 25		[percentile points [percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		0-25	25		[percentile points total = 100	0 0
Notes	This backup measure is intended to function regardless of which statewide assessment is used.						
		Result		Possible in this			
Backup Measure 1b Math Proficiency Rate	Do math (or similar subject area) proficiency rates exceed the state average?	(Percentage) [state average]	Points Possible	Range	Percentile Targets	Percentile Points	Points Earned
Comparison to State Average	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.	[State average]	76-100	25	[state ave+16]-	[percentile points	0
on Required Standardized Test	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		51-75	25		[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average. Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		26-50 0-25	25 25		[percentile points [percentile points]	0
Notes	See backup measure 1a notes.					total = 100	0

Backup Measure 1c	Do Science (or similar/replacement subject area) proficiency rates exceed the state average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Science Proficiency Rate Comparison to State Average	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.	[state average]	76-100	25	[state ave+16]-	[percentile points	0
on Required Standardized Test	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		51-75	25		[percentile points	0
·	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		26-50	25	[state ave - 11]-	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		0-25	25	[state ave -1] 1-[state ave - 12]	ipercentile potiles	0
						total = 100	0
Notes	See backup measure 1a notes. Flexibility regarding subject area is permitted to accommodate the possibility of a categorical shift, such as from reading, math, and language usage to ELA, math, and science.						
	BACKUP INDICATOR #2: DISTRICT PROFICIENCY COMPARISON						
Backup Measure 2a	Do ELA (or similar subject area) proficiency rates exceed the surrounding district average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ELA Proficiency Rate		[district average]					
Comparison to Surrounding	Exceeds Standard: The school's proficiency rate exceeds the surrounding district average by 16% or more.		76-100	25	-	[percentile points	0
District Average	Meets Standard: The school's proficiency rate is equal to the surrounding district average, or exceeds it by 1-15%. Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the surrounding district average.		51-75 26-50	25 25		[percentile points	0
on Required Standardized Test	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the surrounding district average.		26-50 0-25	25 25	-	[percentile points [percentile points	0
	Tails far below Standard. The school's proficiency face is 11% of more lower than the surfounding district average.		0-23	25	1-[dist ave - 12]	total = 100	0
Notes	This backup measures is intended to function regardless of which statewide assessment is used. Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district will be used for comparison purposes.						
TO CO.	district lines, the solloof and dathorized will agree aport excedition of the performance certificate will be used for comparison purposes.						
Backup Measure 2b Math Proficiency Rate	Do Math (or similar subject area) proficiency rates exceed the surrounding district's average?	Result (Percentage) [district average]	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Comparison to Surrounding	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.	[district average]	76-100	25	[dist ave+16]-100	[percentile points	0
District Average	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		51-75	25		[percentile points	0
on Required Standardized Test	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		26-50	25		[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		0-25	25	1-[dist ave - 12]	[percentile points	0
						total = 100	0
Notes	See measure 2a notes.						
Backup Measure 2c	Do Science (or similar/replacement subject area) proficiency rates exceed the surrounding district's average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Science Proficiency Rate		[district average]					
Comparison to Surrounding	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.		76-100	25		[percentile points	0
District Average	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		51-75	25		[percentile points	0
on Required Standardized Test	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		26-50	25 25	-	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		0-25	25	1-[dist ave - 12]	[percentile points total = 100	<u> </u>
	See measures 2a notes. Flexibility regarding subject area is permitted to accommodate the possibility of a categorical shift, such as from reading, math, and					13141 - 100	J
Notes	language usage to ELA, math, and science.						
	BACKUP INDICATOR #3: GROWTH COMPARISONS						
Backup Measures 3a-3f	Any or all of measures 3a-3f may be applied using results from a different, state-mandated or PCSC-mandated test.						
	ADDITIONAL BACKUP INDICATORS						
	ADDITIONAL BACKUP INDICATORS Additional backup measures (such as comparing virtual schools to other virtual schools, or language immersion schools to other language immersion schools)						

	INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY	Docult	Points Possible				Doints Forma
Measure 1a state Accountability Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result	Points Possible				Points Earned
ate Accountability Nating	Exceeds Standard: School received [summative score] on the [statewide school accountability system].		50				
	Meets Standard: School received [summative score] on the [statewide school accountability system].		30				
	Does Not Meet Standard: School received [summative score] on the [statewide school accountability system].		10				
	Falls Far Below Standard: School received [summative score] on the [statewide school accountability system].		0				
otes	This measure should only be included if the summative score reflects a sufficient scope of information beyond that which is captured in the following						U
	measures. The summative score is likely to reflect school quality measures such as chronic absenteeism, a technology index, and teacher quality and						
	engagement. Possible results and weighting will be determined as more information becomes available. INDICATOR 2: STUDENT ACADEMIC PROFICIENCY						
leasure 2a	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earne
roficiency Subject Area]	Exceeds Standard:		57-75	19	90-100	11	0
,	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
lotes	The state's accountability system will not include high school testing for all students. However, the PCSC believes that such data is critical to understanding schools' effectiveness. For this reason, the PCSC is considering requiring all PCSC-authorized high schools to administer the Measures of Academic Progress (MAP) test in grades 9-12. If the state offers to pay for optional ISAT by SBAC testing in all high school grades, PCSC-authorized high schools could be required to take advantage of that option instead; however, the possibility of ISAT phase-out, resulting in absence of data, should be considered. Proficiency and growth measures will be crafted according to the assessment selected, with growth weighted more heavily than proficiency. Subject areas will depend upon assessment used. Science may be most appropriately included in the mission-specific framework for certain schools.						0
leasure 2b	Are students achieving [subject area] proficiency on [assessment]?	Result	Points Possible	Possible in this	Percentile Targets	Percentile Points	Points Earne
Proficiency	Are students achieving [subject area] proficiency on [assessment]?	(Percentage)		Range			
Subject Area]	Exceeds Standard:		57-75	19	90-100	11	0
•	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
lotes	See measure 2a notes.						0
				5 41 1 41			
Measure 2c Proficiency	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earne
Subject Area]	Exceeds Standard:		57-75	19	90-100	11	0
	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
otes	See measure 2a notes.						U
	INDICATOR 3: STUDENT ACADEMIC GROWTH						
		Result		Possible in this			
leasure 3a rowth	Are students making adequate academic growth?	(Percentage)	Points Possible	Range	Percentile Targets	Percentile Points	Points Earn
Subject Area]	Exceeds Standard:		76-100	25	85-100	16	0
· -	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
laka a	Con management 2a market						0
otes	See measure 2a notes.						

Measure 3b	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Points possible in this Range	n Percentile Targets	Percentile Points	Points Earned
Growth	, and state of the	(i creentage)		tills Kullge			
[Subject Area]	Exceeds Standard:		76-100	25	85-100	16	0
	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard: Falls Far Below Standard:		26-50 0-25	25 25	50-69 1-49	20 49	0
	rails rai below stallualu.		0-23	23	1-49	49	0
Notes	See measure 2a notes.						
		Result		Possible in this			
Measure 3c	Are students making adequate academic growth?	(Percentage)	Points Possible	Range	Percentile Targets	Percentile Points	Points Earned
Growth							
[Subject Area]	Exceeds Standard: Meets Standard:		76-100 51-75	25	85-100 70-84	16	0
	Does Not Meet Standard:		26-50	25 25	70-84 50-69	15 20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
						•	0
Notes	See measure 2a notes.						
	INDICATOR 4: COLLEGE AND CAREER READINESS						
Measure 4a	Are students participating successfully in advanced opportunity coursework?	Result	Points Possible				Points Earned
Advanced Opportunity							
Coursework	Exceeds Standard: School earned *** on the Advanced Opportunity Index.		50				
	Meets Standard:		30				
	Does Not Meet Standard: Falls Far Below Standard:		10 0				
Notes	raiis rai beiow staituatu.		U				0
	The state accountability system will use an index to determine college and career readiness. A sub-index will address advanced opportunities specifically. This						•
	measure will be crafted to dovetail with the advanced opportunities index. Possible results and weighting will be adjusted accordingly. Additional indicators						
	and sub-indices within the state accountability system may be appropriate for use in mission-specific goals for certain schools.						
Measure 4b1	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
College Entrance							
Exam Results	Exceeds Standard: School earned *** on the Postsecondary and Career Readiness Index.		50				
	Meets Standard:		30				
	Does Not Meet Standard: Falls Far Below Standard:		10 0				
	Tails Fair Below Standard.		3				0
Notes	The state accountability system will use an index to determine college and career readiness. A sub-index will address postsecondary and career readiness						
	(PSAT/SAT/ACT/Technical Skills and Workplace Readiness Assessments) specifically. This measure will be crafted to dovetail with the postsecondary and career						
	readiness index. Possible results and weighting will be adjusted accordingly.						
		Result		Possible in this			
Measure 4c	Are students graduating from high school on time?	(Percentage)	Possible Overall	Range	Percentile Targets	Percentile Points	Points Earned
Graduation Rate							
Four Year + Summer Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort.		39-50	12	90-100	11	0
	Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort.		26-38 14.25	13	81-89 71.80	9	0
	Falls Far Below Standard: **%-**% of students graduated from high school with their 4-year-plus-summer conort.		14-25 0-13	12 13	71-80 1-70	10 70	0 0
	and the state of t		0 10	13	- 70		
Notes	The state's accountability system will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's					•	0
	system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum						
	acceptable summative score.						
	BACKUP INDICATOR #1: PROFICIENCY						
	Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard						
Backup Measures 1a-1c	measures become unavailable.						

	BACKUP INDICATOR #2: GROWTH			
Backup Measures 2a-2c	Any or all of measures 3a-3c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.			
	BACKUP INDICATOR #3: COLLEGE & CAREER READINESS			
Backup Measure 3a College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
Exam Results	Exceeds Standard: At least **% of students met or exceeded the college readiness benchmark on an entrance or placement exam.			
	Meets Standard: Between **-59% of students met or exceeded the college readiness benchmark on an entrance or placement exam.			
	Does Not Meet Standard: Between **-**% of students met or exceeded the college readiness benchmark on an entrance or placement exam.			
	Falls Far Below Standard: Less than **% of students met or exceeded the college readiness benchmark on an entrance or placement exam.			
Notes	Rating categories will need to be set in accordance with the new SAT, first implemented during the 2015-16 school year. Separate measures could be used for			0
Notes	each of the subject areas.			
	Cach of the subject areas.			
Backup Measure 3b GPA	Are students achieving at a level adequate to prepare them for college or career?	Result	Points Possible	Points Earned
	Exceeds Standard: At least **% of students have a GPA of 3.0 or higher.			
	Meets Standard: Between **-**% of students have a GPA of 3.0 or higher.			
	Does Not Meet Standard: Between **-**% of students have a GPA of 3.0 or higher.			
	Falls Far Below Standard: Less than **% of students have a GPA of 3.0 or higher.			
Notes				0
Notes	ADDITIONAL BACKUP INDICATORS			
	Additional backup measures (such as comparing virtual schools to other virtuals, or language immersion schools to other language immersion schools) may also			
	be included in the mission-specific section. In accordance with any conditions in the performance certificate, such measures may be considered primary instead			
	of secondary.			
	or secondary.			

ALTERNATIVE ACADEMIC FRAMEWORK

	INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY						
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result	Points Possible				Points Earned
State Accountability Rating	Exceeds Standard: School received [summative score] on the [statewide school accountability system]. Meets Standard: Does Not Meet Standard:		50 30 10				
Notes	Falls Far Below Standard: This measure should only be included if the summative score reflects a sufficient scope of information beyond that which is captured in the following measures. The summative score is likely to reflect school quality measures such as chronic absenteeism, a technology index, and teacher quality and engagement. Possible results and weighting will be determined as more information becomes available. INDICATOR 2: STUDENT ACADEMIC PROFICIENCY		0				0
Measure 2a	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Proficiency [Subject Area]	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes	The state's accountability system will not include high school testing for all students. However, the PCSC believes that such data is critical to understanding schools' effectiveness. For this reason, the PCSC is considering requiring all PCSC-authorized high schools to administer the MAP test in grades 9-12. If the state offers to pay for optional ISAT by SBAC testing in all high school grades, PCSC-authorized high schools could be required to take advantage of that option instead; however, the possibility of ISAT phase-out, resulting in absence of data, should be considered. Proficiency and growth measures will be crafted according to the assessment selected, with growth weighted more heavily than proficiency. Subject areas will depend upon assessment used. Science may be most appropriately included in the mission-specific framework for certain schools.						U
Measure 2b	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Proficiency [Subject Area]	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes	See measure 2a notes.						0
Measure 2c	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Proficiency [Subject Area]	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes	See measure 2a notes.						0
	INDICATOR 3: STUDENT ACADEMIC GROWTH						
Measure 3a Growth	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
[Subject Area]	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 0 0

See measure 2a notes.

Notes

Measure 3b	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Points possible in this Range	n Percentile Targets	Percentile Points	Points Earned
Growth	Are students making adequate atademic growth:	(Percentage)		tills Kallge			
[Subject Area]	Exceeds Standard:		76-100	25	85-100	16	0
	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
Notes	See measure 2a notes.						0
Measure 3c	Are students making adequate academic growth?	Result	Points Possible	Possible in this	Percentile Targets	Percentile Points	Points Earned
Growth	Are students making adequate academic growth:	(Percentage)		Range			
[Subject Area]	Exceeds Standard:		76-100	25	85-100	16	0
[::::,::::::::::::::::::::::::::::::::	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
							0
Notes	See measure 2a notes. INDICATOR 4: WORKPLACE READINESS						
	INDICATOR 4. WORKPLACE READINESS						
Measure 4a	Are students accumulating/recovering credits at an appropriate rate?	Result	Points Possible				Points Earned
Credit Recovery/Accumulation							
	Exceeds Standard: School earned *** for credit recovery/accumulation on the state accountability system.						
	Meets Standard:						
	Does Not Meet Standard:						
	Falls Far Below Standard:						
Notes						•	0
	The state accountability system for alternative schools will include a measure addressing credit recovery/accumulation. Rating categories in this framework will						
	be crafted to dovetail with the state's measure. Results possible and weighting will be determined as additional detail becomes available.						
		Posult		Possible in this			
Measure 4b	Are students graduating from high school on time?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4b Graduation Rate	Are students graduating from high school on time?		Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort.		39-50	Range	90-100	11	Points Earned 0
Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort.		39-50 26-38	Range 12 13	90-100 81-89	11 9	Points Earned 0 0
Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort.		39-50 26-38 14-25	12 13 12	90-100 81-89 71-80	11 9 10	Points Earned 0 0 0
Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort.		39-50 26-38	Range 12 13	90-100 81-89	11 9	Points Earned 0 0 0 0 0
Graduation Rate Four Year + Summer Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort.		39-50 26-38 14-25	12 13 12	90-100 81-89 71-80	11 9 10	Points Earned 0 0 0 0 0
Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to		39-50 26-38 14-25	12 13 12	90-100 81-89 71-80	11 9 10	Points Earned 0 0 0 0 0 0
Graduation Rate Four Year + Summer Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort.		39-50 26-38 14-25	12 13 12	90-100 81-89 71-80	11 9 10	Points Earned 0 0 0 0 0 0
Graduation Rate Four Year + Summer Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute	(Percentage)	39-50 26-38 14-25	Range 12 13 12 13	90-100 81-89 71-80	11 9 10	Points Earned 0 0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score.	(Percentage)	39-50 26-38 14-25	Range 12 13 12 13 Possible in this	90-100 81-89 71-80 1-70	11 9 10	Points Earned 0 0 0 0 0 0 Points Earned
Graduation Rate Four Year + Summer Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute	(Percentage)	39-50 26-38 14-25 0-13	Range 12 13 12 13	90-100 81-89 71-80 1-70	11 9 10 70	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school?	(Percentage)	39-50 26-38 14-25 0-13	Range 12 13 12 13 Possible in this	90-100 81-89 71-80 1-70	11 9 10 70	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score.	(Percentage)	39-50 26-38 14-25 0-13	Range 12 13 12 13 Possible in this Range	90-100 81-89 71-80 1-70	11 9 10 70	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-** of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall	Range 12 13 12 13 Possible in this Range 12	90-100 81-89 71-80 1-70 Percentile Targets	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **-**% of students graduated from high school with an extended cohort.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38	Range 12 13 12 13 Possible in this Range 12 13	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **.**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: ***% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **.**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **.**% of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **.**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **.**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **%-**% of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **.**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: ***% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **.**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **.**% of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **-** of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **-** of students graduated from high school with an extended cohort. Does Not Meet Standard: **%-**% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort. BACKUP INDICATOR #1: PROFICIENCY	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **.**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **.**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **%-**% of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort Notes	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **.**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **%.**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: ***.**% of students graduated from high school with an extended cohort. Does Not Meet Standard: ***.**% of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort. BACKUP INDICATOR #1: PROFICIENCY Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort Notes	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **-**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **%-**% of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort. BACKUP INDICATOR #1: PROFICIENCY Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard	(Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort Notes	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: *****% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **-**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **-*** of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort. BACKUP INDICATOR #1: PROFICIENCY Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.	Result (Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Measure 4c Graduation Rate Extended Year Cohort Notes Backup Measures 1a-1c	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: ***** of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: ***** of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: ***** of students graduated from high school with an extended cohort. Does Not Meet Standard: ***** of students graduated from high school with an extended cohort. Falls Far Below Standard: ***** of students graduated from high school with an extended cohort. Falls Far Below Standard: ****** of students graduated from high school with an extended cohort. Falls Far Below Standard: ******* of students graduated from high school with an extended cohort. BACKUP INDICATOR #1: PROFICIENCY Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable. BACKUP INDICATOR #2: GROWTH Any or all of measures 3a-3c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard	Result (Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0
Graduation Rate Four Year + Summer Cohort Notes Measure 4c Graduation Rate Extended Year Cohort Notes	Exceeds Standard: At least **% of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: **-**% of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: *****% of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort. The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score. Are students graduating from high school? Exceeds Standard: At least **% of students graduated from high school with an extended cohort. Meets Standard: **-**% of students graduated from high school with an extended cohort. Does Not Meet Standard: **-*** of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than **% of students graduated from high school with an extended cohort. This measure will be calculated using a 6-year cohort. BACKUP INDICATOR #1: PROFICIENCY Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.	Result (Percentage)	39-50 26-38 14-25 0-13 Possible Overall 39-50 26-38 14-25	Possible in this Range 12 13 12 13 12 13 12 13 12	90-100 81-89 71-80 1-70 Percentile Targets 90-100 81-89 71-80	11 9 10 70 Percentile Points	0 0 0 0

ALTERNATIVE ACADEMIC FRAMEWORK

	BACKUP INDICATOR #1: COLLEGE & CAREER READINESS		
Backup Measure 1b GPA	Are students achieving at a level adequate to prepare them for college or career?	Result Points Possible	Points Earned
	Exceeds Standard: At least **% of students have a GPA of 2.7 or higher. Meets Standard: Between **-**% of students have a GPA of 2.7 or higher. Does Not Meet Standard: Between **-**% of students have a GPA of 2.7 or higher. Falls Far Below Standard: Fewer than **% of students have a GPA of 2.7 or higher.		
Notes			U

	MISSION-SPECIFIC GOALS			
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			0.00
Notes	These measures may be academic or non-academic in nature, but must be objective and data-driven. Measures must be based on data that is processed by a 3rd party, such as an assessment vendor or the SDE; rating categories must correlate with the format in which the 3rd party provides data to the school. The number (at least 4) and weighting of Mission-Specific measures should be established during one-on-one negotiations between the school and authorizer. The standard reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate collection and submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring.			0.00
Measure 2	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				0.00
Measure 3	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				0.00

MISSION-SPECIFIC FRAMEWORK

Measure 4	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			0.00
Notes				
Measure 5	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				0.00

	INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
Implementation of Educational Program	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the charter and		25	
	performance certificate. A cohesive professional development program is utilized. Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
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Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
and Compliance	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of noncompliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Partially Meets Standard: The school largely complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
		l		0.00

	INDICATOR 3: GOVERNANCE AND REPORTING			
leasure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
overnance Requirements	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. The school board has adopted and maintains a complete policy book customized to the school.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. The school's policy book may be substantially complete but requires additional maintenance or customization.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
otes				0.00
easure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
ard Oversight	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement.		15	
	Does Not Meet Standard: The school board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained.		0	
otes				0.00
easure 3c porting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of		15 0	

Measure 3d Public Transparency	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to public transparency, including but not limited to maintenance of its website, timely availability of board meeting minutes, and insuring accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules,		15	
	regulations, and requirements of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification and background check requirements. Instances of noncompliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	requirements, and, or matters or non-compliance are not quickly remedied, with accumentation, by the governing source			0.00
Notes	INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a Transportation	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
·	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	<u></u>
Notes				0.00

easure 4b cilities	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. The school facility may benefit from additional maintenance and/or updates.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities and grounds; and/or matters of noncompliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of significant modification or repair.		0	
otes				0.00
Measure 5c	Is the school handling information appropriately?	Result	Points Possible	Points Earned
•	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of noncompliance are not quickly remedied, with documentation, by the governing board.		0	
	INDICATOR 5: ENROLLMENT & RETENTION			0.00
Measure 5a	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
nrollment Variance	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Partially Meets Standard: Enrollment Variance is between 90-95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is less than 90 percent in the most recent year.		25 15 0	0.00
				0.00

Measure 5b Student Attrition	Is the school successfully retaining students?	Result	Points Possible	Points Earned
	Meets Standard: The school's year-over-year attrition rate is less than **% AND the school's in-year attrition rate is less than *%. Partially Meets Standard: Either the school's year-over-year attrition rate is higher than **% OR the school's in-year attrition rate is higher than **%.		25 15	
	Does Not Meet Standard: The school's year-over-year attrition rate is higher than **% AND the school's in-year attrition rate is higher than **%.		0	
Notes	Year-over-year attrition is calculated as follows: (Number of full-time students who were enrolled at end of previous school year but did not return in the fall - number of students who were enrolled in highest grade offered) / (Number of students who were enrolled at the end of the previous school year - number of students who were enrolled in highest grade offered). In-year attrition is calculated as follows: (Number of students who were enrolled at the beginning of this school year but not at the end of this school year) / (Number of students who were enrolled at the beginning of this school year). Attrition rates are a well-recognized indicator of overall school health. However, setting appropriate rating categories may be difficult; exemptions for certain schools may be appropriate. INDICATOR 6: ADDITIONAL OBLIGATIONS			0.00
Measure 6a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statue and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00

Current Ratio Current Ratio Current Assets divided by Current Liabilities Current Ratio is greater than or equal to 1.10 R Current Ratio is between 1.0 and 1.1 and one-year trend is positive or posi		INDICATOR 1. NEAR TERM MEASURES			
Current Ratio: Current Ratio: Current Ratio: Current Ratio (surgest train or equal to 1.1 of Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last years). Note: For schools in their first or second year of operation, the current ratio must be greater than last years). Note: For schools in their first or second year of operation, the current ratio must be greater than last years). Note: For schools in their first or second year of operation, the current ratio must be greater than last years). Note: For schools in their first or second year of operation, the current ratio is between 1.0 and 1.1 and one-year trend is positive (current ratio is less than or equal to 0.9. Cash Ratio Cash Ratio Cash Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last years). Possible Points Earned Result Points Possible Points Earned Points Possible Points Pos		INDICATOR 1: NEAR-TERM MEASURES			
Metal Standard: Current Ratio is greater than or equal to 1.1 of Current Ratio is between 1.0 and 1.1 and one-year trend is positive from or equal to 1.1. Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. Cash Ratio: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 0.9. Cash Ratio: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year). Does Not Meet Standard: Cash Ratio is greater than 1.0 OR Cash Ratio equals 1.0 and one-year trend is positive (current year ratio is higher than last year). Does Not Meet Standard: Cash Ratio is between 0.9 and 1.0 or Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash Ratio is equal to or less than 0.9. Wessure 1c, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: Days Cash: Days Cash is between 1.0 and cone-year trend is negative. Falls Far Below Standard: Plays Cash: Days Cash is between 1.0 and cone-year trend is negative. Falls Far Below Standard: Plays Cash: Days Cash is between 1.0 and cone-year trend is negative. Falls Far Below Standard: Plays Cash: Days Cash is between 1.0 and cone-year trend is negative. Falls Far Below Standard: Plays Cash: Days Cash is between 1.0 and cone-year trend is negative. Falls Far Below Standard: Plays Cash: Days Cash is between 1.0 and cone-year trend is negative. Falls Far Below Standard: Plays Cash: Days Cash is between 1.0 and cone-year trend is negati	Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result		Points Earned
Does Not between Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR current Ratio is between 1.0 and 1.1 and one-year trend is negative. Notes: Cash Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than instruction is higher than instruction is higher than instruction is repaired by the standard: Cash ratio is equal to 0.0 and one-year trend is positive (current year ratio is higher than instruction is repaired by the standard: Cash Ratio is between 0.9 and 1.0 or Cash Ratio equals 1.0 and one-year trend is negative. Points Farned Meets Standard: Cash Ratio is between 0.9 and 1.0 or Cash Ratio equals 1.0 and one-year trend is negative. Points Farned Meets Standard: Cash Ratio is equal to or less than 0.9. Wheets Standard: Cash Ratio is equal to or less than 0.9. Wheets Standard: Cash Ratio is between 30 and 60 Days Cash and one-year trend is positive. Note: Standard were standard: Possible Points Farned of operation must have a minimum of 30 Days Cash. On Days Cash and one-year trend is positive. Note: Standard were standard: Possible Points Farned of operation must have a minimum of 30 Days Cash. Days Cash is between 30-60 days and one-year trend is negative. Points Farned Meets Standard: Fewer than 15 Days Cash. Is between 30-60 days and one-year trend is negative. Points Farned Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to nonpayment, breach of financial propending, non-compliance, financial poligations, convenings, and or even abligations. Meets Standard: School is not in default of financial obligations. Financial obligations. Green and poligations. Green and poligations. Green and poligations. Meets Standard: School is not in default of financial obligations. Financial obligations. Green and poligations. Green and poligations. Green and poligations. Green and poligations. Green	current Ratio	(current year ratio is higher than last year's). Note: For schools in their first or second year of operation, the current ratio must be greater		50	
Neasure 1 to Control Part I control		Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is		10	
Measure 1 b Cash Ratio: Cash Ratio: greater than 1.0 DR Cash Ratio is equal to 1.0 and one year trend is positive (current year ratio is higher than lost year's).				0	
Neesure 1b Cash Ratio: Cash divided by Current Liabilities Result Possible Points Earned Lash Ratio Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is negative. 10 Does Not Meet Standard: Cash Ratio is greater than 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. 10 Does Not Meet Standard: Cash ratio is equal to or less than 0.9. 10.000 Notes Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Notes				0.00
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Chelsea Cantrell

From: Chelsea Cantrell

Sent: Tuesday, September 13, 2016 3:10 PM

To: Chelsea Cantrell

Cc: Tamara Baysinger; Jennifer Barbeau; Kirsten Pochop

Subject: DRAFT Updated Performance Framework- Feedback Welcome

Dear Stakeholders,

As you are aware, all PCSC-authorized public charter schools are evaluated annually on a performance framework. The framework adopted in 2013 was based on the Star Rating System, which has since been phased out, creating a need for substantial modifications.

We are presently working on an updated framework. An early draft has been posted on the PCSC website, <u>HERE</u>, and we would deeply appreciate your feedback. If you'd like to participate, please read the draft carefully, from beginning to end, as changes have been made on every page.

Below is a summary of the draft changes:

Overall

- The draft framework is intended to be based on the new state accountability system. Because that system remains under development, you will see many incomplete measures in the academic section.
- The academic and mission-specific sections, formerly combined into a single score, have been separated.
- The score sheet is not presently included in the draft because it cannot be modified until individual measures are decided upon.

Academic

- The academic sections for different grade bands (K-8 and 9-12) have been separated; there is also an alternative academic section. Each school will be scored on the section(s) relevant to that school.
- The subgroup performance measure has been eliminated. This is because, for the majority of PCSC-authorized schools, subgroup growth data is unpublishable and/or of limited validity due to small sample sizes. The concept is important for certain schools, however; in these cases, mission-specific measures could be included accordingly.
- An IRI measure has been added to the K-8 section.
- We are exploring a new requirement that PCSC-authorized high schools administer the MAP test in all grades.
 This is because the new state accountability system will not require testing in more than one year, and it is important for both schools and authorizers to have a consistent measure of proficiency and growth by which to evaluate school quality.
- The academic sections include backup measures intended to supplement or supplant the regular measures in the event that those measures cannot be used effectively with regard to any or all schools.

Mission-Specific

- We are proposing that mission-specific measures remain optional in most cases. In certain instances, however, they may be required as a condition of the performance certificate.
- Mission-specific measures must be based on data processed by a third party (such as an assessment vendor or the SDE). This is due to extensive data validity problems with school-processed data in the past.

Operational

- Some new measures have been added, and some existing measures have been combined or separated to more meaningfully reflect outcomes.
- Some existing measures have been better defined.
- "Partially Meets" rating categories are now included for all measures.

Financial

- A new, cash ratio measure has been added.
- The enrollment variance measure has been moved to the Operational section.

As stated above, we welcome your comments on the draft. We encourage you to send an email to Chelsea.cantrell@osbe.idaho.gov. Whenever possible, please refer to specific measure numbers (for example, "K-8 Academic Measure 2b") to help us better understand your comments.

The PCSC will be considering the draft, as well as any stakeholder comments received, at its October 13th regular meeting in Boise. Public comment on the draft will be taken at that time, and you are invited to participate.

Thanks very much for your time and input.

Kind regards,

Chelsea Cantrell

Administrative Assistant
Public Charter School Commission



650 W. State St. #307 Boise, ID 83720-0037 Tel:208.332.1561

boardofed.idaho.gov

Tamara Baysinger

From: Tamara Baysinger

Sent: Monday, September 19, 2016 10:21 AM

To: 'Terry Ryan'

Cc: Kirsten Pochop; Jennifer Barbeau; Chelsea Cantrell

Subject: RE: DRAFT Updated Performance Framework- Feedback Welcome

Hi Terry,

I'm glad we could provide some light reading for your weekend enjoyment. Thanks so much for taking the time to provide feedback. Below are a few thoughts in response (in blue text).

Kind regards,

Tamara

From: Terry Ryan [mailto:tryan@bluum.org]
Sent: Monday, September 19, 2016 8:34 AM

To: Chelsea Cantrell < Chelsea. Cantrell @osbe.idaho.gov>

Cc: Tamara Baysinger <Tamara.Baysinger@osbe.idaho.gov>; Jennifer Barbeau <Jennifer.Barbeau@osbe.idaho.gov>;

Kirsten Pochop < Kirsten.Pochop@osbe.idaho.gov>

Subject: Re: DRAFT Updated Performance Framework- Feedback Welcome

I read this carefully over the weekend. I think the document captures the best thinking from across the country on how to how charter schools accountable. Two issues for me, however, here.

First, is Idaho's accountability system up to the task of providing quality and accurate data for each of the categories you have created? For example, can you really get decent growth data from the SBAC? I see your note raises some cautions here as well. I'm with you on having growth a more significant indicator than just raw achievement I just have concerns the state's accountability system isn't yet up to the task.\

As you saw in the notes, we share your concern that the statewide accountability system will not provide adequate information regarding student growth; in fact, it may focus only on gap closure (which is important, of course, but far from the full picture). Fortunately, it appears that we will be able to calculate both criterion-referenced and norm-referenced growth for PCSC schools, regardless of whether or not the state chooses to do so for other schools. The draft framework includes both criterion-referenced and norm-referenced growth measures for all subject areas (ELA, math, and science).

Question: Is your concern that the ISAT by SBAC itself (as opposed to the state accountability system) is problematic in a way that would not permit calculation of growth? If so, I'd certainly be interested in further discussion.

There is always the option of requiring all schools, not just high schools, to administer the MAP test. We're trying to avoid that due to the financial burden it places on schools, but it's not completely off the table.

Second, I read this carefully and I am not sure I understand how you are going to rate each standard in the framework? Multi-measures is a good thing, but with so many what weight do you give to each and how transparent is this in what you report? For example, under NCLB raw proficiency was supreme. In this, is growth the dominant factor and if sow is it weighted three times that of the other indicators? You guys may have this all worked out but it isn't transparent to me in the document and may confuse schools and others.

The relative weights of the various measures can be determined by looking at the number of points possible for each measure. For example, there are three proficiency measures with 75 possible points each, for a total of 225 points possible for proficiency. There are six growth measures; three are criterion-referenced with 100 possible points each, and three are norm-referenced with 75 possible points each, for a total of 525 points possible for growth. So, growth is weighted significantly more heavily than growth, though not as much as 3 times more. The actual weight placed on proficiency is 43% of that placed on growth. (I need to correct that note accordingly.) This is the same balance as was reflected in the original framework.

What's more, are student achievement indicators more important, as important, or less important than items like "school complying with applicable education requirements?" As you may know, I'd be less concerned about these sorts of indicators than those around student achievement and gains but you may have a different take on this than me.

Student achievement is, indeed, more important than operational and even financial measures. As the framework's "Intro" page explains, renewal decisions will be based primarily on academic outcomes; the operational and financial outcomes are considered secondary.

This is an all encompassing framework and I understand why you want to have as many different ways to look at school performance and outcomes as possible. The challenge with this, however, is that in reporting results you have so much information here that there may be confusion on the part of the end-users (the commission, the schools, parents and the general public) as to what really matters here.

Bear in mind that the primary purpose of this framework is not to create a simple evaluative rating. Rather, it is to create a comprehensive and meaningful evaluation of schools' effectiveness for the purpose of making high-stakes decisions. It is mostly for the schools and their authorizer, though of course other stakeholders are welcome to view it as well. We use color coding and a summary score page to help make the results easier to absorb "at-a-glance", while still allowing users to drill down as desired. (See the 2013-14 annual reports on our website for examples of how these look when the framework is functioning as designed.)

Hope this helps. In sum, a lot of good work here but if there was a way to reduce the number of categories here that would probably be helpful to you and the schools over time. I understand the tensions here and feel your pain. Sometime less is more, if you can get it.

Indeed, there is always a balancing act in deciding what is enough but not too much. This draft framework is similar, in that way, to the original version, and we have been pleased with the original version's scope. Due to the high-stakes nature of the decisions that must be based on this document, I tend to value thoroughness over brevity.

Terry	
On Tue, Sep 13, 2016 at 3:09 PM, Chelsea Cantrell < <u>Chelsea.Cantrell@osbe.idaho.gov</u> > wrote:	
Dear Stakeholders,	

Thanks for sharing.

Tamara Baysinger

From: Tamara Baysinger

Sent: Wednesday, September 21, 2016 7:58 AM

To: crosbylenmary@frontier.com

Subject: Fw: Updated PCSC Updated Performance Framework

Good morning, Len,

Many thanks for taking the time to review the draft framework and respond so thoughtfully.

You raise an interesting point about the retention measure in the operational section. On the one hand, we hope to encourage alternative schools to work hard to retain relatively unmotivated students (KBA has a good reputation in this area, but some other schools seem to put in less effort); on the other hand, you're absolutely right about many students leaving due to circumstances beyond the school's control. For non-alternative schools, poor retention is a well-documented red flag of a failing school, so I hate to remove the concept from the framework entirely. We'll mull this over and see what we can come up with.

Regarding 4-year cohort graduation rates, I anticipate that the state's accountability system will have a different standard for alternatives than for general ed schools, but that's something we'll certainly keep an eye on. We thought it was important to include the extended cohort measure as well, in order to further capture the "whole picture."

Thanks, too, for your thoughts on the debt service coverage ratio. We used the number recommended by the National Association of Charter School Authorizers, but that doesn't mean we can't reconsider.

Your help on this is much appreciated! If you have further thoughts, feel free to send them our way.

Kind regards,

Tamara Baysinger PCSC Director

From: Len Crosby [mailto:crosbylenmary@frontier.com]

Sent: Tuesday, September 20, 2016 3:46 PM

To: Chelsea Cantrell < Chelsea.Cantrell@osbe.idaho.gov> **Subject:** Updated PCSC Updated Performance Framework

Good afternoon, Ms. Cantrell:

Thank you for providing the draft of the Commission's proposed and updated Performance Framework.

I am a Board member and the Treasurer of the Kootenai Bridge Academy Charter School in Coeur d'Alene, and have read through all of the 22 page draft, with specific emphasis to the provisions regarding the 9 – 12 Academic Framework.

I was pleased to see a specific section devoted to Alternative Schools (the "Alternative Academic Framework") and certain questions or notes regarding possible future questions focused on Virtual Schools.

In the 2016 Legislative Session, there was a significant amount of misinformation provided to certain Legislators regarding the performance of virtual schools and the graduation rates for such schools, leading to negative comments and headlines unrelated to the work that schools such as Kootenai Bridge has and is doing with many of our students.

As you know, but I feel compelled to again point out, many Alternative Schools are dealing with a significant number of students who have either given up on the standard public school model, or have been given up on by that model. Some of these students have dropped out because of life events or family issues beyond their control, and a portion have been aged out by the current model, leaving them few options other than a GED or taking a minimum wage job. As all of our business and many of our political leaders point out, Idaho is doing well at creating jobs, but needs to improve its ability to provide qualified high school or college graduates with the skills to fill those jobs.

A significant number of the students we graduate each year had the potential to fall through the cracks of the existing educational system (for any of a number of reasons) and become a non-graduate statistic for our state, limiting their ability to provide a meaningful future for themselves and their future families. We offer them a degree and, through our close work with area employers, North Idaho College and other schools with programs in Coeur d'Alene, we show them opportunities that they can take advantage of with that degree.

My comments on the draft framework are few:

- 1. As mentioned, thank you for including an Academic Framework for Alternative Schools. Within that framework, I question the use of "On Time Graduation" as a criteria for evaluation, unless the percentages required for achieving satisfactory performance can be adjusted for students that age out but still complete their course work and graduate.
- 2. Within the Operational Framework, you have an evaluation criteria regarding "Enrollment and Retention". As many involved in Alternative Schools can tell you, our enrollment varies throughout the year, as the individual and personal situations of our students change. These are, in many instances the very individual, family or personal situations that caused them to be unsuccessful in the standard public school model. Accordingly, there should be some method of recognizing unique circumstances which impact enrollment and retention. These can vary from loss or incarceration of a parent to the birth of a child. If some opportunity to address these issues within the framework of evaluating the "enrollment and retention" criteria were available, it would be helpful.
- 3. Financial Framework: As a long time banker, I would suggest that you increase your criteria for "Meets or Exceeds Standards" for the debt service coverage ratio. This is a critical measure for schools and businesses. You suggest a 1.10x coverage ratio. I would suggest a 1.15x or 1.20x coverage ratio and including reserves in your evaluation of a School's ability to meet that criteria. Depending on the level of debt for each school, a meeting a 1.10x criteria could indicate that a small bump in the financial road, or a slight drop in enrollment could eliminate that institution's ability to service its debt over the short term.

I hope these comments are useful.

Len Crosby
Len Crosby, Sr. Vice President
Community

707 N. Post Street Post Falls, ID 83854

CELL: (208) 651-0697 fax (208) 457-9604

crosbylenmary@frontier.com



Rolling Hills Public Charter School

8900 N. Horseshoe Bend Road, Boise, Idaho 83714 208-939-5400

Monday, October 03, 2016

TO: Chelsea Cantrell, of the PCSC

RE: Performance Framework- Feedback on the Draft

FROM: Shane Pratt, Administrator

The Performance Certificate is an important document and plays an integral part of the authorizer's oversight of any Charter School. Legislation has emphasized the importance of this by making it law. Being held accountable for the success of a child's education is an exciting opportunity to demonstrate growth and success. The Performance Certificate makes this look like a formidable task. It should support the way we need it to and help schools, not hinder their success.

The Mission and Mission Specific Goals has helped Rolling Hills Charter School to focus its effort and establish the "uniqueness" of the school. The Mission Specific Goals have been a key factor to keeping the staff engaged and accountable in keeping with the school's mission. I fear that the Drafted Performance Certificate will minimize the "unique qualities" and have the primary focus on the Academic success. Success can be measured in many different ways.

Shane.

Thanks for all the time and effort you put into this thoughtful feedback. It is deeply appreciated. We've responded below (in blue) to help answer some questions. Additional dialogue is quite welcome, and we're so glad you plan to attend the meeting on October 13th.

Kind regards,

Tamara

Here is my Feedback on the Framework:

• Emphasis is weighted away from the Mission Specific Goals and Academic measures are the primary indicator to demonstrate success. I don't like this and this is why we chose the Mission Specific Goals. Assessments are only one way to measure.

We certainly appreciate your feelings here, and don't wish to eliminate the option to include mission-specific goals. Unfortunately, the present 60:40 weighting system that includes the mission-specific goals as part of the primary evaluation has proven impractical and sometimes

ineffective in numerous ways over the past several years. Our goal is to find a balance between meaningful recognition for schools' successes and meaningful data to reflect those successes.

 Accountability Designations- "Backup measures may be substituted in order to provide as much transparency and scope as possible when establishing accountability designations." I want to know if the PCSC and the school will have the choice in the backup measures to be used?

At this point in the process, specific policies regarding this matter have not been formed. It is likely that such policies would clarify under what circumstances backup measures would come into play. It is also likely that all of the backup measures adopted along with the rest of the framework would be used whenever backups are needed. That is, it wouldn't come down to picking and choosing by either the authorizer or the individual school.

• K-8 Academic Framework, Measure 1a- State Accountability Rating, What is the technology index? (Computer/student?)

The technology index is not yet developed. We anticipate its development as part of the state's accountability system.

 K-8 Academic Framework, Measures 2a,2b,2c- Does the State have the percentage of proficiency standards set for Exceeds, Meets, Does Not Meet, Falls Far Below? I called the SDE Assessment Dept. and they have cut scores but no proficiency standards, as that is left for local control. I think we need to revamp these measures through goals set by each school.

The rating categories (exceeds, meets, etc.) are not yet established because our intention is to base them on the state's accountability system, which remains under development.

 K-8 Academic Framework, Measures 3a,3b,3c,3d,3e,3f- The growth on the Criterion/Norm referenced for all the assessments should be an apples to apples comparison. Measure one student against their own growth not the standard set by the previous class. Just comparing percentages from one year to the next is neglecting the student changes of the grade levels year to year.

The growth measures would not compare grade levels year to year. Criterion-referenced growth measures evaluate the growth rate of an individual student toward proficiency. Norm-referenced growth measures compare the growth rate of an individual student to the growth rates of other students who performed similarly last year.

• K-8 Academic Framework, Measure 4a- IRI "one point", is this the point on the raw score or going from 1-2 or 2-3?

The draft reflects movement from 1-2 or 2-3, though the topic is open for discussion if you have additional input.

• K-8 Academic Framework, Measures 5a and 5b- How will the readiness of 5th graders be measured or assessed? What is the target for this? Are we talking "Mastery" skills here as set forth by the CCSS?

This measure refers to another index that will be developed as part of the state's accountability system.

K-8 Academic Framework, Measure of Backup indicator 1a, 1b, 1c and 2a, 2b, 2c- I am a little concerned that we think that the Idaho proficiency or surrounding school district scores won't go up. Right now some of our Charter schools look like champions when you compare them to the state or neighboring district averages. As the state averages go up this gap will become a smaller window and very difficult to meet the proficiency rate exceeding surrounding districts. I do like that the school and authorizer will agree upon the district to compare with.

The way the measure is drafted, the charter school would only need to match the district's results (not exceed them) in order to achieve a "meets standard" rating.

 K-8 Academic Framework, Backup Measure 3a-3f- PCSC, from my knowledge, has not mandated any testing. This is not good for a district to be forced to test a certain assessment.

You are correct that there is presently no PCSC-mandated test. The concept is included in the draft for the purpose of exploring possibilities regarding how an authorizer might be able to continue evaluation of schools in the event of statewide changes, such as we have seen over the past several years. We would prefer to keep testing as minimal as possible while still being able to fulfill our obligations as an authorizer.

• Mission Specific Goals- I like these. Please keep them for our "unique measures".

The framework will still include the option of including mission-specific measures. We are exploring how best to address the substantial problems that have arisen with the way they are handled in the original framework, while still acknowledging schools' uniqueness.

 Operational Framework, 3B- This is completely new and there needs to be new or more detailed guidance on how to measure what is complete and what is incomplete regarding Board oversight. Some items of board business are in progress. This will need greater details for a board to be measured.

Any suggestions you have for further clarification would be welcomed.

 Operational Framework, 4A- Transportation can be very costly and have huge implications on the financials of the school. This will need to be set up so that schools who have not had transportation in the past can be given time to be financially prepared to implement.

Agreed; this is a matter that bears additional discussion before a decision is made as to how the measure should be crafted.

Operational Framework, 5c should be 4c.

Good catch, thanks.

Operational Framework, 5b- No school has control of its student attrition. Parents move
for jobs or home across town. Should not be penalized for rotating kids. Rolling Hills
averages approximately 15% attrition each year. Yet we have grown from 242 to 259
over three years. Last year we went down in numbers from the last and rebounded this
year. This should be a trending goal, not a straight percentage. Our academic results

were good last year too and so this demonstrates the complexity of these measures of how they interrelate.

Again, a matter that bears discussion. Some instances of attrition are certainly outside schools' control. However, it is also true that very high attrition is a well-recognized "red flag" signaling a troubled school. This measure may or may not be retained in the final framework.

• Suggestion- Put in a measure for personnel attrition. Keeping teachers and staff helps to maintain student success too.

Thanks for the suggestion; this is on our radar as a possibility.

• Financial Framework Measure 1b- Cash Ratio: New measure. School's saving money for big purchases at first it looks like they are doing well. Then when the time comes to spend the money for purchase of land or big ticket items it can look like they have no money. Will there be provisions to protect a school from being financially responsible and then spending money from being "hit" and fall below the standard?

As long as the cash ratio is above 1.0, the school would meet the standard even in the case of a negative trend resulting from large expenditures.

I plan on being at the public hearing meeting on Thursday, October 13, 2016. Thank you.

Respectfully,

Shane Pratt

Draft Performance Certificate Feedback



Mark as unread



Tamara Baysinger Wed 10/5/2016 10:15 AM

To: dnicklay@cdacharter.org;

Cc: Kirsten Pochop; Jennifer Barbeau;

Good morning, Dan,

Thanks so much for taking the time to review the draft framework and respond so thoughtfully. You bring up some excellent points for further discussion, and I'll be glad to pass them along to the PCSC in advance of next week's meeting.

In the meantime, I've responded to some of your thoughts below (in blue text) and welcome additional dialogue at your leisure. This draft will develop over many months, so there is certainly additional opportunity to contribute.

Hope your new school year is off to a great start,

Tamara

From: Dan Nicklay [mailto:dnicklay@cdacharter.org]

Sent: Monday, October 03, 2016 4:13 PM

To: Chelsea Cantrell < Chelsea. Cantrell@osbe.idaho.gov>

Subject: Feedback

Ms. Cantrell and PCSC Board:

Thank you for the opportunity to provide feedback on the proposed changes to the charter school performance framework. I have read over the framework and wish to express concerns on the following:

Academic Indicator 2: Student Academic Proficiency—In short, the addition of another test is decidedly unwelcome. I applaud the State Department of Education's decision to drop the SBAC/ISAT test requirement for high schools; these were a burden on our staff and students and cost valuable instruction time. The readily available solution to the data vacuum that resulted in the SDE's decision is to look at scores on the PSAT, ACT, and SAT. The commission is already looking at these to determine "college readiness," so it seems an easy thing to allow the scores on these standardized tests to do double-duty. And after all, if high school is intended as college preparation, then a college-entrance exam seems a logical measure of both college readiness and "academic proficiency." It is worth noting that all sophomores and juniors currently take these tests. It would be very reasonable for the Commission to mandate an extra test for any of its schools that it feels are struggling academically.

We also have some heartburn about requiring additional testing. However, the PCSC is exploring the idea because it is critical for us to understand how much growth is occurring at high schools. Proficiency alone gives only a partial understanding of a school's effectiveness; also, authorizers are statutorily obliged to consider growth. In order to evaluate growth, we need to look at more than a single test over four years of a student's

Tamara Baysinger

From: Tamara Baysinger

Sent: Wednesday, October 5, 2016 10:45 AM

To: debyinfanger@gmail.com

Cc: Jennifer Barbeau; Kirsten Pochop

Subject: Draft Framework

Good morning, Deby,

Thanks so much for taking the time to review the draft framework and express your concern.

It is not our intent to oblige schools to pay for the SDE to review mission-specific goal data. Rather, the draft framework contemplates requiring that mission-specific goals be based on assessments developed, administered, and processed through a 3rd party structure (such as the MAP, ISAT, LASSI, and many more). Also, mission-specific goals would be optional, so schools would not be obliged to pay for assessments unless they chose to do so.

When the original framework was adopted, it was hoped that unique assessments administered by schools "in-house" would prove to be successful means of evaluating schools. Unfortunately, experience has shown that measures based on such assessments are often invalid, impractical, or problematic in a variety of ways. For this reason, the PCSC is considering ways to ensure that mission-specific measures are reliable. Of course, in-house rubrics and other assessments could continue to be used by schools for their own purposes.

The issue remains open for dialogue, so please feel free to keep in touch. Thanks again,

Tamara

From: Deby Infanger [mailto:debyinfanger@gmail.com]

Sent: Friday, September 30, 2016 7:21 PM

To: Chelsea Cantrell < Chelsea. Cantrell@osbe.idaho.gov>

Subject: Draft Framework

Dear Chelsea.

I have read the proposed framework. I currently just have one question, if the SDE is tasked with verifying our compliance regarding our Mission-Specific goals, I assume we would have to pay for their time spent on a verification visit? Would it be possible to spell out the estimated cost or just include an estimate separately? Future costs always get my attention.

It is rather daunting from the reporting end, even if we don't have to compile all of the data, it is a rigorous process with high expectations. As we are using taxpayer dollars, I understand the need, but sometimes it feels like we are under a great big microscope and it is hard to measure up. Nevertheless, we will keep doing our best and hope we can live up to our mission of "Creating patriotic and educated leaders".

Sincerely,

Deby Infanger Board Chair NVA and AHCS



1 Sixth Street North, Nampa, ID 83687-3485; Phone: 208-287-3668; Fax: 208-287-3671; e-mail: office@iconschool.org

Thank you so much for taking the time to review the framework and provide a thoughtful response. Your input is very helpful, and we'll be glad to pass it along to the PCSC in advance of the October 13th meeting. In the meantime, we have provided some responses below (in blue text) and invite further dialogue over the coming months.

Kind regards,

Tamara Baysinger, PCSC Director

Greetings,

Idaho Connects Online School appreciates the opportunity and invitation to share input as to the DRAFT Updated Performance Framework.

In regards to the PCSC intentions of waiting to see what the state's final accountability plan will look like and the intention of basing the framework on the plan, ICON agrees that working in conjunction with the state accountability plan is a key element to the framework. We would also suggest that there be provisions in place within the framework to make adjustments to the framework if/when changes to the plan are made or revised. If at all possible waiting to update and draft a new framework should be completed after the state accountability plan has been determined.

We agree on the value of ensuring that the framework correlates to the state's accountability system. The timing is challenging, as authorizers are obliged to evaluate schools and make high-stakes decisions on an annual basis regardless of the status of the statewide system. For this reason, we don't have the ability to wait several years for the state system to be finalized. We hesitate to ask schools to agree to a framework that is subject to constant revision, particularly because a primary concern prior to the 2013 legislation was that of "moving targets" or unclear standards with regard to what is expected of charter schools. This is why we are exploring means, such as the inclusion of backup measures, to make the framework flexible within pre-established boundaries. It's a challenging process and we welcome additional input if you have ideas!

In regards to the metric of evaluating a school based on the comparison results of surrounding schools, ICON would urge the PCSC to determine how that would be accomplished for a school that serves students across the entire state. Would data comparisons need to be done at every school within the state or only those from which the virtual school serves students? Would those data comparisons also take into account the free and reduced lunch and at risk populations of surrounding schools? ICON wants to ensure that we are evaluated with a population that mirrors those that we serve.

This is certainly an issue that needs to be considered. In the past, the PCSC has compared virtuals to other virtuals and to the state as a whole. Alternatives have been compared to other alternatives.

However, we are happy to consider other ideas for how to form meaningful comparisons.

In regards to the metric of looking at the GPA of a student, ICON would urge the PCSC to think about the use of this metric. For those students that are at risk and served in an alternative school setting students can earn credits and pass courses with a D yet still may not be able to attain a 3.0. If the PCSC determines that this is a metric for use, ICON would urge them to examine college entrance requirements at local Idaho colleges. For example, Idaho State University only requires a 2.5 for admittance. Taking those college entrance scores under advisement in determining this metric is suggested activity to help establish the right GPA to use if one is needed at all.

Good thought; thanks. The GPA measure in the alternative section of the framework currently refers to the percentage of students achieving a 2.7 GPA (as opposed to the percentage achieving 3.0 for non-alternatives). The percentage achieving at this level in order for the school to "meet standard" remains under consideration. It is also possible to rephrase the measure, or eliminate it entirely, as further discussion takes place.

In regards to the PCSC proposal of separating the academic sections for different grade bands and for alternative schools, ICON would suggest that provisions for smaller schools may want to be in place since further separation of demographics will further reduce an already small sample size for small schools thereby yielding an inaccurate picture of what may be occurring within the school.

Sample size is, indeed, and ongoing challenge and one reason for including backup measures. We continue to seek solutions to this issue, as some of our schools are quite small.

In regards to the PCSC proposal of the MAP testing for all grades, ICON would agree that it is important to have a consistent measure of proficiency and growth by which to evaluate school quality. However, any type of further testing outside of the required SBAC testing that involves face to face testing and proctoring will have a significant impact on virtual schools. Our testing budget for the SBAC last year was approximately \$5,000.00 to pay for proctors, rental of locations, etc. This additional test could cost our school another \$15,000.00 if required. This would also require us to purchase this service and hire additional staff to support this initiative. ICON will be using the interim assessments that are available as part of the SBAC testing platform for the first time this year to garner additional data of proficiency and growth. These interim assessments do not require face to face proctoring and are already available to the school as part of the state purchase of the testing platform.

Thanks for sharing your thoughts on the costs of proctoring that are unique to virtual schools; you make an excellent point. We are certainly interested in minimizing the testing burden as much as possible while still meeting our oversight obligations. As part of this process, we are investigating how the interim assessments might be used to evaluate growth.

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Respectfully,

Idaho Connects Online School

Compass Public Charter School understands the need to amend the performance certificate based on the fact that the state assessment and measures have changed. This very fact is evidence as to why the performance certificate should NOT name/outline a specific assessment or measurement. The performance certificate should only state that the school will be in good standing with the statewide assessment system and the measurement adopted by the state. If a school meets the state's minimum requirement, then the school should meet the performance certificate rating of "meets standard," if the school exceeds the state's minimum requirement, the school should be considered to "exceed standard" on the performance certificate. This prevents schools from having to amend their performance certificate whenever the state of Idaho decides to make a change for its public schools.

It is concerning that another measure of performance such as the NWEA MAP Assessment would be required of charter schools in order for the charter school to receive an approved performance certificate to be authorized. As public schools, it isn't reasonable to expect that our students and teachers should have to meet another measure of performance above and beyond our traditional public school counterparts.

Another area of concern in the academic considerations is the the measure of a grading or rating system. If this is referring to grade point averages (GPA), this will undermine charter schools that are implementing best practices such as mastery based learning and standard-referenced grading.

Finally, if the Commission isn't amiable to a simple academic measure such as "being in good standing/proficient based on state assessments and measures," then we should wait to amend the performance certificate until the state has settled on a state assessment and measures of performance.

With regard to the Mission Specific Goals, Compass would like to see these remain as this is the only measure that sets the various charter schools apart from each other. At inception, the Idaho Public Charter School Commission focused on approving schools that could provide evidence of their uniqueness and implementation of innovation. The Mission Specific Goals should be weighted equally to the academic goals as consistency within one's mission will likely bring about success in the academic area eventually.

Finally, all of the new/additional measures will take time and personnel to develop the report. This is on top of reports already required by the State Department of Education, AdvancEd for schools that are accredited, Civil Rights Reporting every two years, and Bond Agencies for those who have purchased their buildings through private Bonds. For charter schools who try to remain "lean" in the area of administration (district level staffing), the heavy reporting and paperwork takes us away from our jobs of being instructional leaders and maintaining a positive school culture.

Kelly Trudeau Charter Administrator

Susan Luke Compass Elementary Principal

Tamara Baysinger

From: Tamara Baysinger

Sent: Wednesday, October 5, 2016 12:29 PM

To: wendyroldenkamp@msn.com

Subject: Fw: DRAFT Updated Performance Framework- Feedback Welcome

Good afternoon, Wendy,

Thank you so much for taking the time to review the draft framework and provide such a thoughtful response. You raise some excellent points that we are happy to consider and pass along to the PCSC. As you can see, the draft is very much in a development phase, so additional dialogue is welcome as we continue through this process.

Kind regards,

Tamara Baysinger PCSC Director

From: Wendy [mailto:WendyROldenKamp@msn.com]

Sent: Wednesday, October 05, 2016 12:16 AM

To: Chelsea Cantrell < Chelsea. Cantrell @osbe.idaho.gov>

Subject: Re: DRAFT Updated Performance Framework- Feedback Welcome

Chelsea.

Thank you for asking for input from the PCSC authorized charter schools.

- 1. Our school would like to articulate the concern of using the Fall IRI scores in spring of kindergarten and fall of first grade. These scores are invalid and unreliable at a school with advanced readers who have moved past the foundational levels of reading and have moved past letter sound fluency and on to reading for comprehension. Our students who are reading fluently in the fall of first grade between 25 to 35 words per minute are scoring at the basic level. The main concern is that they don't just read letter sounds; they say the three most frequently used sounds in order of use. They read for meaning and attempt to make sense of letters together in a row. They don't look at letters in isolation and have moved to looking at letters in phonograms such as "oa" as a unit and what sound does that make? "oi" or "oy" together and the sound that it makes an the spelling rule that guide the phonograms together. Anyway, you get my point.
- 2. We are concerned about measures
- 3. 5a Next Level Readiness due to the fact that the state measures appear to be looking at 6th grade ready to move to 7th grade and not 5th grade ready to move to 6th. Vision Charter School starts middle school in seventh grade.

- 4. Vision Charter School is using NGSS at all levels in our science department K-12th grade. Students who only learn book science do very well on the science isat. We are focused on hands on exploration, problem solving, depth of knowledge, and application of knowledge not a tiny bit of knowledge about everything. Our concerns are primarily with the fifth and seventh grade science isat. The High School Science EOC's appear to be more reliable and valid indicators of science depth of knowledge and ability to apply that knowledge to solve problems.
- 5. Vision Charter School believes in the reliability and validity of the MAP assessments except in the case of showing accurate growth in students performing in the 95th -99th percentile. We are working with NWEA and MAP to determine a formulary correction which might create a more valid and reliable way to measure growth in our highest achieving students on the MAP assessment. This is the first year we have used the second grade MAP reading an math assessments. We will know more at the end of the year regarding the goals for growth. We are just about to launch the Kindergarten and first grade MAP. We are unsure of the validity and reliability of this assessment. Our school is hoping that it will be more reliable and valid than the iri for screening and identifying students in need of intervention. Overall, anything that has to do with the MAP we are happy to support! We do not feel the ISAT is valid or reliable indicator of student achievement or growth. Too many variables create an unreliable data point.
- 6. I have sincere concerns about using the SAT scores from 11th grade if they are intended to be given in the 12th grade. I have sincere concerns about giving the ISAT in 10th grade if it is intended for use in the 11th grade!

From: Chelsea Cantrell < Chelsea. Cantrell @osbe.idaho.gov>

Sent: Tuesday, September 13, 2016 3:09 PM

To: Chelsea Cantrell

Cc: Tamara Baysinger; Jennifer Barbeau; Kirsten Pochop

Subject: DRAFT Updated Performance Framework- Feedback Welcome

Dear Stakeholders,

As you are aware, all PCSC-authorized public charter schools are evaluated annually on a performance framework. The framework adopted in 2013 was based on the Star Rating System, which has since been phased out, creating a need for substantial modifications.

We are presently working on an updated framework. An early draft has been posted on the PCSC website, <u>HERE</u>, and we would deeply appreciate your feedback. If you'd like to participate, please read the draft carefully, from beginning to end, as changes have been made on every page.

Below is a summary of the draft changes:

Overall

- The draft framework is intended to be based on the new state accountability system. Because that system remains under development, you will see many incomplete measures in the academic section.
- The academic and mission-specific sections, formerly combined into a single score, have been separated.

PCSC Staff Note:

The following feedback was submitted by multiple schools, three of which also responded individually. One of the schools listed, ICON, wrote to clarify that "ICON did not produce and put information on this document with the others."

Tamara Baysinger

From: Edginton, Kelly <kedginton@k12.com>
Sent: Wednesday, October 5, 2016 6:10 PM

To: Chelsea Cantrell

Cc: Tamara Baysinger; Jennifer Barbeau; Kirsten Pochop; ktrudeau@compasscharter.org;

cfonner@syringamountainschool.org; spratt@rhpcs.org;

lauriewolfe@geminnovation.org; Pittman, Monti; mandersen@northstarcharter.org; kglassman@inspire.connectionsacademy.org; Charles Kenna; Kathleen Allison; Kelsey

Williams; Vickie McCullough; Alan Reed (milkmanreed@gmail.com)
RE: DRAFT Updated Performance Framework- Feedback Welcome

Subject: RE: DRAFT Updated Performance Framework- Feedback Welcome **Attachments:** Public Charter School Comments on draft Performance Framework.pdf

Hello Chelsea,

I am submitting comments on the updated Performance Framework on behalf of the PCSC schools listed below. Please see attached for our comments. I could not find Commission members' contact information on the PCSC website, so could you, please, forward this message to the Idaho Public Charter Commission members.

Additionally, I wish to testify regarding the draft Performance Certificate at the October 13th PCSC meeting.

Idaho Virtual Academy, Kelly Edginton
Idaho Technical Career Academy, Monti Pittman
Inspire Connections Academy, Karen Glassman
Rolling Hills Public Charter School, Shane Pratt
Syringa Mountain School, Christine Fonner
Gem Prep- Pocatello, Laurie Wolfe
Compass Charter School, Kelly Trudeau
North Star Charter School, Melissa Andersen
Kootenai Bridge Academy, Charles Kenna
iSucceed Virtual High School, Kathleen Allison
Another Choice Virtual Charter School, Kelsey Williams
ICON, Vickie McCullough

Thank you, Kelly Edginton



Kelly Edginton Head of School

1965 S Eagle Rd, Ste 190 Meridian, ID 83642 office 208-322-3559 ext 4001 cell 208-407-8534 e-mail kedginton@k12.com



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From: Chelsea Cantrell [mailto:Chelsea.Cantrell@osbe.idaho.gov]

Sent: Tuesday, September 13, 2016 3:10 PM

To: Chelsea Cantrell < Chelsea.Cantrell@osbe.idaho.gov >

Cc: Tamara Baysinger < Tamara.Baysinger@osbe.idaho.gov; Jennifer Barbeau < Jennifer.Barbeau@osbe.idaho.gov;

Kirsten Pochop < Kirsten.Pochop@osbe.idaho.gov >

Subject: DRAFT Updated Performance Framework- Feedback Welcome

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We are presently working on an updated framework. An early draft has been posted on the PCSC website, <u>HERE</u>, and we would deeply appreciate your feedback. If you'd like to participate, please read the draft carefully, from beginning to end, as changes have been made on every page.

Below is a summary of the draft changes:

Overall

- The draft framework is intended to be based on the new state accountability system. Because that system remains under development, you will see many incomplete measures in the academic section.
- The academic and mission-specific sections, formerly combined into a single score, have been separated.
- The score sheet is not presently included in the draft because it cannot be modified until individual measures are decided upon.

Academic

- The academic sections for different grade bands (K-8 and 9-12) have been separated; there is also an alternative academic section. Each school will be scored on the section(s) relevant to that school.
- The subgroup performance measure has been eliminated. This is because, for the majority of PCSC-authorized schools, subgroup growth data is unpublishable and/or of limited validity due to small sample sizes. The concept is important for certain schools, however; in these cases, mission-specific measures could be included accordingly.
- An IRI measure has been added to the K-8 section.
- We are exploring a new requirement that PCSC-authorized high schools administer the MAP test in all grades. This is because the new state accountability system will not require testing in more than one year, and it

Members of the Idaho Public Charter School Commission authorized charter schools convened to discuss the draft Performance Framework. We appreciate the Idaho Public Charter School Commission's work on updating the Performance Framework. We have reviewed the summary of the draft changes sent by Chelsea Cantrell on September 13th and the *DRAFT 2017 Performance Framework* posted on the PCSC's website. Our group has some comments, recommendations, and questions. We thank you for the opportunity to participate in this process.

Comments:

Draft Academic Framework

We recommend that the updated Academic Framework simply reflect the state's designation of a school under the state accountability system.

Example:

Where does the school fall in the state accountability system?

Exceeds: Rewards School (or whatever the state determines is top designation)

Meets: Good standing

Does Not Meet: Focus SchoolFalls Far Below: Priority School

We recognize that an update to the academic framework is necessary based on the fact that the current Academic Framework mirrors the measures within the former state accountability system. Our group notes that members of our group were involved in the initial development of the Performance Framework. At that time, these members made a recommendation that the Academic Framework simply reflect the state's designation of a school under the state accountability system. Idaho State Statute 33-5205B. Performance Certificates states:

The performance expectations and measures set forth in the performance certificate shall include, but need not be limited to, applicable federal and state accountability requirements.

That recommendation met the PCSC's mission to ensure PCSC-authorized public charter schools are in compliance with Idaho statute and held to high standards. If the recommendation had been taken at the time, the Academic Framework would not need to be revised now.

Support for our recommendation:

- Many of the measures of the draft Academic Framework mirror the state accountability system (or will mirror it when the new system is put into place). Isn't this double accountability?
- Adding measures above and beyond the state and federal accountability requirements is unfair
 to charter school students. Why do charter schools and their students have to undergo
 additional measures that other Idaho public schools and public school students do not?
- The charter renewal process is extremely thorough and delves deeply into academics. It seems that if the charter is renewed for the specified time determined by the PCSC that being in good standing with the state should suffice for a solid measure of performance until the next renewal.

- Additionally, charter high schools and many K8 charter schools go through the accreditation process which includes regular, in-depth reviews. Accreditation demonstrates quality schools.
- We commend the PCSC on their recent efforts to reduce paperwork for PCSC-authorized schools! The draft Academic Framework is moving in the opposite direction in regards to additional work for schools. Many of the proposed measures will require additional reporting by the schools. Reporting on these measures takes precious time away from the school's mission and the school's students.
- Charter schools were created with flexibility in mind. Adding duplicative and additional requirements to charters goes against this.
- PCSC staff has indicated that preparing the Annual Reports for each of the PCSC authorized schools requires a significant amount of work. Simplifying the Academic Framework will decrease their workload. The draft Academic Framework has even more measures and, if adopted, will require even more work for the PCSC staff. If the proposed additions are made to the certificate will more staff need to be hired?
- It is highly likely that the state accountability system will change again in the future. If our recommendation is taken, when that happens, no updates to the Performance Certificate will be needed.

We recommend that no additional testing (MAP, added grade levels required to take ISAT by SBAC, or other) should be required of PCSC authorized charter school students.

The proposal for a new requirement for PCSC authorized charter school students in grades 9-12 to take MAP or, if the State offers to pay, take ISAT by SBAC in non-state required grades 9-12 is not acceptable. Support for our recommendation:

- If the PCSC takes our group's primary recommendation to simplify the Academic Framework, no additional testing would even be considered.
- It is unfair to require Idaho charter school students to take an additional assessment above and beyond what the state requires for other public school students.
- In many charter schools, students are required to take the PSAT. In all schools, juniors are required to take the SAT. With the state now paying for IB exams, a much higher percentage of schools may elect to offer or require IB exams.
- Many underserved students are highly represented in some charter schools. Requiring a subset of Idaho public school students (specifically, charter school students) to take additional tests could possibly be a Civil Rights violation.
- Requiring additional testing for charter school students could be a deterrent to enrollment in these schools.
- If additional testing is required, charter schools will be forced to test prep students for MAP in addition to whatever other state testing is required. This means less classroom time for the regular curriculum.
- If additional testing is required, charter school students will have more time in the testing lab and, therefore, less time in the classroom.
- If additional testing is required, teachers in charter schools will have less time in the classroom due to proctoring tests.
- It is cost prohibitive to charter schools to add MAP assessments for four grade levels and four subject areas (Math, LU, Reading, Science) of students. In addition to the cost of the test itself,

- there are other costs. Virtual schools, for example, have to rent testing facilities, transport testing labs, hire proctors, and pay transportation costs for staff traveling to testing across the state. The cost is impactful.
- The notes in Measure 2a of the 9-12 and Alternative Frameworks state that, if the State offers to pay for optional ISAT by SBAC testing in all high school grades, PCSC-authorized schools could be required to take advantage of that option. If the State pays, there is still a cost to Idaho taxpayers. Additionally, there are other costs besides the cost of the test itself. See the previous bullet for details.

Draft Mission Specific Framework

We commend the PCSC for their recommendation to continue allowing charter schools the option to create mission specific goals. Mission Specific Goals are the only measure within the framework that identify each school's uniqueness.

Questions:

- PCSC staff notes that, in certain instances, mission specific goals will be required as a condition of a performance certificate. In what instances would a school be required to have a mission-specific goal? This should be documented.
- PCSC staff notes that the academic and mission-specific sections, formerly combined into a single score, have been separated. Please explain:
 - How will this be weighted for the overall score? Academic/Mission
 Specific/Operational/Financial all evenly weighted? Some weighted heavier/lighter?
 What about schools that choose not to have Mission Specific. Does this mean that the Academic will weigh heavier?

Draft Operational Framework

We thank the PCSC for the proposal to add "partially meets" categories to the Operational Framework.

Questions:

Indicator 1:

- o Measure 1a
 - o Removed from the language "or the school has gained approval for a charter modification to the material terms." Why?
- o Why is Exceeds Standards in this measure but was removed from others?

Indicator 4:

- o Measure 4a (previously 5a) and also Measure 4b
 - o Virtual schools were given NAs in the past on this. Will this always be the case?

Indicator 5:

- o Measure 5a
 - This was moved from the Financial Framework to Operational. Virtual schools with deficit protection clauses were exempted from this in the Financial Framework. As this measure is a financial concern and would not be impactful to the state, school, or

students if the enrollment variance is divergent in a school with a deficit protection clause, we request that this measure continue to be exempted for schools with deficit protection clauses.

- o Measure 5b
 - How will attrition rate expectations be calculated? Virtual schools are different. We have highly mobile students. We recommend a different expectation for retention for virtual schools.

Draft Financial Framework

Will schools with deficit protection clauses continue to be exempt from draft Financial Framework Measures 1a, 1c, 2a, 2b, 2c, and 2d?

Indicator 1:

- o Measure 1b
 - Schools with deficit protection clauses need to be exempted from this measure.

Comments on Academic Framework proposed measures

PCSC staff notes that, because the new state accountability system is still under development, many incomplete measures are found in the academic section. If the PCSC does not take our recommendation to simplify the Academic Framework (noted above), our Virtual School Leaders group recommends that the update to the Performance Framework should not be considered until the State has approved their accountability system.

Overall

- The academic sections for different grade bands (K-8 and 9-12) have been separated; there is also an alternative academic section. Each school will be scored on the section(s) relevant to that school.
 - O We commend the PCSC for including a separate alternative academic section. Please note that K-5 is not eligible for alternative school status and some schools with eligible grade bands have chosen not to be designated as an alternative school. These schools will be held to the non-alternative sections of the Performance Certificate.
 - Please also note that virtual school populations are different than traditional brick and mortar and different than non-virtual public charter school populations. Please contact We if you would like more information on how our population differs.
 - We recommend a separate section for virtual schools.
- There are many areas that are obscure in the draft framework, so it is impossible to give feedback on these.

K-8 and 9-12 Academic Framework

Indicator 1:

o Measure 1a:

 Need clarification- does the note mean that 1a won't be included if the PCSC doesn't feel the new state accountability system is sufficient in scope to gather the information they want?

Indicator 3:

- o Measure 3a 3f:
 - o If the State doesn't include this in the new accountability system, PCSC staff will, likely, bear the burden of all of these calculations. Will more PCSC staff be needed?

K-8 Academic Framework

Indicator 3:

- Measure 3c:
 - How can growth on Science be measured? Science is only tested in 5th, 7th, and 10th grade.

Indicator 4:

- o Measure 4a:
 - Certain percentage earn a 3 or increase 1 point. This is not clear. Does this mean increase of 1 point on the overall score or increase one level?

Backup Indicator 1:

- o Backup Measures 1a-1c
 - We understand this is listed as a backup measure, so aren't sure if the proficiency measures listed in Indicator 2 would still be present if these were. If so, that would be two sets of proficiency measures.
 - o "...exceed state average by 16% or more"? No schools in the state would have met the "exceeds" requirement in math and only a small amount would have met "exceeds" in ELA. How was the 16% threshold calculated? This seems excessive. We suggest mirroring the "does not meet standard" for the Exceeds standard to: "The school's proficiency rate is 1-10% higher than the state average."
 - Along the same line as the previous bullet the "meets standard" should be changed to, "The school's proficiency rate meets the state average."

9-12 Academic Framework

Indicator 4

- o Measure 4a:
 - o Are students participating successfully in advanced opportunity coursework?
 - Please define "Participating successfully"

Back up Indicator 3

- Backup Measure 3a:
 - How will the acceptable college entrance exam score and the appropriate percentages of students meeting the benchmark be determined?
 - We recommend researching Idaho college/university requirements. Here are the requirements for Idaho State University:
 - SAT Math 490 and ENG 460
 - ACT Math and ENG 18
- Backup Measure 3b:

- How was 3.0 GPA chosen? Entrance GPA for ISU is 2.5. ISU also conditionally accepts
 2.25 with 12+ Math and ENG ACT or 270+ Math SAT and 360+ ENG SAT.
 - Other higher education institutions also need to be reviewed in order to set appropriate expectations.
- How will the percentage of students achieving the set GPA for each level be determined?
- Note GPA is not currently submitted to the State. Adding this measure will require additional reporting for PCSC schools. Additionally, different schools have different grading practices, scales, etc. This proposed measure is highly subjective.

Alternative Academic Framework

Indicator 4

- Measure 4a:
 - o How will "appropriate rate" be determined?
- o Measure 4c:
 - o Thank you for including a 6-year cohort.

Backup Indicator 1:

- o Backup Measure 1b:
 - How was 2.7 GPA chosen? Entrance GPA for ISU is 2.5. ISU also conditionally accepts
 2.25 with 12+ Math and ENG ACT or 270+ Math SAT and 360+ ENG SAT.
 - Other higher education institutions also need to be reviewed in order to set appropriate expectations.
 - How will the percentage of students achieving the set GPA for each level be determined?
 - Note GPA is not currently submitted to the State. Adding this measure will require
 additional reporting for PCSC schools. Additionally, different schools have different
 grading practices, scales, etc. This proposed measure is highly subjective.
 - Using GPA as a measure of student performance could actually encourage the lowering of standards. State level accountability and comparisons are really only able to be measured through standardized tests, and, perhaps, long term college completion rates.
 - Using a GPA measure goes against the implementation of a standard-referenced learning and grading model. The State Department is piloting models that move away from the traditional grading model and toward a mastery learning model.