



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION SPECIAL MEETING

June 22, 2017

304 N 8th Street, Boise ID

Borah Building, Room 242

(Phone Conference)

AGENDA

Thursday, June 22nd, 2017 – 304 N 8th St, Rm 242, 10:00 a.m. (Phone Conference)

- 1. Adoption of Performance Certificates for 2017 Renewal Schools**

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.

SUBJECT

Consideration of Proposed Public Charter School Performance Certificates

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B

I.C. § 33-5209A

BACKGROUND

Idaho's charter school statute requires that all public charter schools and their authorizers sign performance certificates. The certificates for twelve (12) PCSC-authorized schools will expire on June 30, 2017. In February 2017, the PCSC moved to renew all twelve charters, some conditionally. New performance certificates for these schools must be executed in time to take effect on July 1, 2017.

DISCUSSION

PCSC staff has collaborated with the following schools to draft the individualized sections of their performance certificates and appendices:

- American Heritage Charter School
- Bingham Academy
- Chief Tahgee Elementary Academy
- Idaho Connects Online School
- Kootenai Bridge Academy
- Richard McKenna Charter School
- Syringa Mountain School
- Idaho Technical Career Academy
- iSucceed Virtual High School
- Another Choice Virtual School
- Heritage Academy
- Coeur d' Alene Charter Academy

In these materials, individualized sections of the certificates are highlighted in yellow. Each certificate's Appendix A contains any applicable conditions of renewal, which were previously agreed upon by the PCSC and schools and are not subject to change at this time. The mission-specific section of the framework may contain optional measures unique to the school.

A subcommittee of commissioners has reviewed the drafts and recommended that most of the performance certificates be executed as presented. Exceptions to this recommendation are the certificates for KBA and HA, which were not finalized with the schools at the time of the subcommittee meeting. Both schools have since expressed their agreement with the documents as presented in these materials.

IMPACT

If the PCSC moves to execute the performance certificates, the PCSC chairman and school board chairs will sign the certificates, making them effective for the dates specified therein.

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

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the performance certificates be executed as presented.

COMMISSION ACTION

A motion to execute the American Heritage Charter School, Inc. Performance Certificate as presented.

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

AND

A motion to execute the Idaho STEM Academy DBA Bingham Academy, commonly referred to as Bingham Academy Performance Certificate as presented.

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

AND

A motion to execute the Chief Tahgee Elementary Academy, Inc. Performance Certificate as presented.

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

AND

A motion to execute the Idaho Virtual Education Partners, Incorporated doing business as Idaho Connects Online School (ICON) and formerly known as Kaplan Academy of Idaho Performance Certificate as presented.

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

AND

A motion to execute the Kootenai Bridge Academy, Incorporated Performance Certificate as presented.

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

AND

A motion to execute the Idaho Virtual High School, Inc., doing business as Richard McKenna Charter School Performance Certificate as presented.

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

AND

A motion to execute the Syringa Mountain School. Inc. Performance Certificate as presented.

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

AND

A motion to execute the Idaho College and Career Readiness Academy, Incorporated, commonly known by its assumed business name Idaho Technical Career Academy or ITCA Performance Certificate as presented.

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

AND

A motion to execute the iSucceed Virtual High School, Inc., formerly known as PPEP of Idaho, Inc. Performance Certificate as presented.

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

AND

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

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

AND

June 22, 2017

A motion to execute the Heritage Academy, Inc. Performance Certificate as presented.

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

AND

A motion to execute the Coeur d' Alene Charter Academy Performance Certificate as presented.

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and American Heritage Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 7, 2012, the Authorizer approved a charter petition for the establishment of the School; and

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

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership 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: At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”
- B. Grades Served.** The School may serve students in kindergarten through grade 12, in accordance with the growth phases described in the approved charter.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Focus on patriotic American values**
 - through daily teaching of the American Heritage Curriculum;
 - fostering a service centered and civic-minded culture;
 - emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
 - helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12.
 - **Build a culture of respect**
 - by providing a controlled disciplinary environment;
 - requiring students and staff to adhere to dress code;
 - exhibiting and expecting exemplary behavior from students and staff; and
 - implementing the character education program in the American Heritage Curriculum.
 - **Provide a rigorous academic education**
 - by requiring the Core Knowledge Curriculum K-8; and
 - requiring that graduation with honors from AHCS will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.
 - **Support teacher growth and excellence**

- 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 B. 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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 364 face-to-face students and 78 blended program students, for a total of 442 students. Except as described below, the maximum number of students who may be enrolled per class/grade level shall be as follows:

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	An additional 6 blended learning student per grade is allowed.													78
Totals														442

The Kindergarten classes for the 2016/17 and 2017/18 school years will include bubble classes consisting of 24 students, for a total of 48 students in the grade. For those two cohorts, the classes will continue as “bubbles” through the 12th grade. If through attrition, one or both of the bubble classes loses significant enrollment, the school has the option to offer only one class for the affected grade levels.

- 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.
- D. School Facilities.** 1736 S 35th W, Idaho Falls, ID 83402. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School’s primary attendance area is as follows: Idaho Falls School District 91
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.
- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, American Heritage Charter School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

American Heritage Charter School

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

American Heritage Charter School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”		
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> •Focus on patriotic American values <ul style="list-style-type: none"> ◦through daily teaching of the American Heritage Curriculum; ◦fostering a service centered and civic-minded culture; ◦emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and ◦helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12. •Build a culture of respect <ul style="list-style-type: none"> ◦by providing a controlled disciplinary environment; ◦requiring students and staff to adhere to dress code; ◦exhibiting and expecting exemplary behavior from students and staff; ◦and implementing the character education program in the American Heritage Curriculum. •Provide a rigorous academic education <ul style="list-style-type: none"> ◦by requiring the Core Knowledge Curriculum K-8; and ◦requiring that graduation with honors from AHCS will require coursework in history, social studies and economics above and beyond the state’s graduation requirements. 		
School Location	1736 S. 35 th W., Idaho Falls, ID 83402	School Phone	(208)529-6570
Surrounding District	Idaho Falls School District 91		
Opening Year	2013		
Current Term	July 1, 2017-June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	442	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

AHCS has opted out of having Mission Specific Goals.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned		
Educational Program	1a	25	0	Near-Term	1a	50	0		
	1b	25	0		1b	50	0		
	1c	25	0		1c	50	0		
	1d	25	0		1d	50	0		
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0		
	2b	25	0		2b	50	0		
	2c	25	0		2c	50	0		
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0		
	3b	25	0						
	3c	25	0						
	3d	25	0						
	3e	25	0						
	3f	25	0						
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.					
Additional Obligations	4b	25	0						
Total Operational Points	5a	25	0						
% of Operational Points		400	0				400	0	
			0%						0%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.																			
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.																			
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.																			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.																			
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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		0																		
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.																			
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.																			
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.																			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.																			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<p>Measure 4a</p> <p>Norm-Referenced Growth</p> <p>Math</p> <p>Notes</p>	<p>Are students making expected academic growth in math compared to their academic peers?</p> <p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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		0																		
<p>Measure 4b</p> <p>Norm-Referenced Growth</p> <p>ELA</p> <p>Notes</p>	<p>Are students making expected academic growth in English Language Arts compared to their academic peers?</p> <p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>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 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance 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.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING														
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>		0	
Points Possible	Points Earned													
25														
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>		0	
Points Possible	Points Earned													
25														
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

American Heritage Charter School, Inc.

AMERICAN HERITAGE CHARTER SCHOOL (AHCS)
Petition for a Charter for School Year Starting 2013-14
Within the Idaho Falls School District #91

Submitted To:
Idaho Falls School District
February 28, 2012

Forwarded To:
Idaho Public Charter School Commission
May 17, 2012

American Heritage Charter School
SW Corner of Jct. of New Sweden School Rd. and Mill Rd.
Idaho Falls, Idaho

Contact Person:
Debra A. Infanger
1240 S 35th W
Idaho Falls, Idaho 83402
Phone: 208-539-7271
FAX: 208-934-8835
debyinfanger@yahoo.com

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TAB 1: VISION, MISSION, LEGAL STATUS

I. Vision Statement

American Heritage Charter School strives to create patriotic and educated leaders.
We believe in James Madison's statement:

“The advancement and diffusion of knowledge is the only guardian of true liberty.”

II. Mission Statement

American Heritage Charter School strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.
(To be posted at the school's entrance)

School goals:

- Provide a rigorous academic education
- Provide a controlled disciplinary environment
- Provide a patriotic American History emphasis
- Require students and staff to adhere to dress code
- Exhibit exemplary behavior from students and staff
- Provide dual credit opportunities
- Provide a jump start for the college bound student
- Provide excellent teacher training using “staff as trainers” model
- Require the Core Knowledge Curriculum K-8
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money management, entrepreneurship, and free market capitalism education K-12
- Expectation that every student will prepare for post-secondary education (academic or technical)
- Service centered and civic-minded culture
- Emphasis on American exceptionalism
- K-12 weekly teacher collaboration
- K-12 Project based and cross-curricular instruction

Methodology

- Employ a top notch administrator focused on “what is best for our students”
- Pay the teachers higher than the state of Idaho salary schedule
- Foster a partnering between teachers and classes in all grades

- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all approved forms of curriculum delivery

III. Articles of Incorporation: Ref. Idaho Code § 33-5204(1)

See Appendix A

IV. Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)

See Appendix B

V. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. 33-5205(1)(a) & 33-5205(3)

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: NOV. 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 12 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # I-001
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERITAGE CHARTER SCHOOL				
School District Where New Charter School will be Physically Located		DISTRICT 91				
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 						
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
1 Michael Kobe	<i>[Signature]</i>	1076 S. 35th W.	IF	208-569-5196	10-18-11	
2 Edwin Barron	<i>[Signature]</i>	1122 Ashland drive	Amherst	201-824-4888	10-18-11	
3 James H. Hild	<i>[Signature]</i>	756 So 35th W	I.F.	523-7030	10-18-11	
4 Lynn Erickson	<i>[Signature]</i>	712 So 35th St	I.F.	522-4207	10-18-11	
5 HAROLD CARLSON	<i>[Signature]</i>	657 So. 35th WEST	I.F.	523-2420	10-18-11	
6 Kevin Ward	<i>[Signature]</i>	2378 W. 13th N.	I.F.	521-8685	10-18-11	
7 Tyrel Ward	<i>[Signature]</i>	507 S. 35th W.	I.F.	521-4785	10-18-11	
8 Doreen Wallace	<i>[Signature]</i>	394 S. 35th W.	I.F.	589-3508	10-18-11	
9 Lindsay McCracken	<i>[Signature]</i>	380 S. 35th W.	I.F.	681-3781	10-18-11	
10 Will Steel	<i>[Signature]</i>	2462 W 49 N.	I.F.	520-0344	10-20-11	
11 Derek Wood	<i>[Signature]</i>	3888 Main St.	I.F.	390-7191	10/19/11	
12 Ben Cook	<i>[Signature]</i>	1177 Cor. 25th Ave.	I.F.	313-0279	10/20/11	
13 Rick Farley	<i>[Signature]</i>	9628 N. Birch St.	I.F.	681-9788	10/20/11	
14 Todd Holmquist	<i>[Signature]</i>	1524 W 81 N St. 2842	I.F.	523-5034	10/20/11	
15 Felicity Anderson	<i>[Signature]</i>	1534 W 81 N St. 2842	I.F.	375-5034	10/20/11	

4/16/2008

I-001

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: Nov 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 4 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # I-002
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERITAGE CHARTER SCHOOL					
School District Where New Charter School will be Physically Located		DISTRICT 91					
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 							
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date		
16 Phoebe M Helot	<i>Phoebe M Helot</i>	974 W B1 N	IF	529-5368	10-20-11		
17 Lex Hightower	<i>Lex Hightower</i>	335 S N. 35 W	IF	251-8408	10-20-11		
18 Bryan Reed	<i>Bryan Reed</i>	2272 N 35 W	IF	522-4691	10-20-11		
19 Robert R. Wainwright	<i>Robert R. Wainwright</i>	577 S. 35 W	IF	589-7135	10-20-11		
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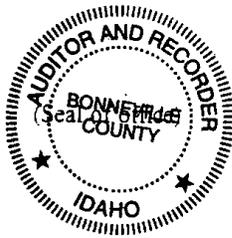
4/16/2008
I-002

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: Nov. 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 11 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # I-003
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERITAGE CHARTER SCHOOL			
School District Where New Charter School will be Physically Located		DISTRICT 91			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Daniel Moxley	<i>[Signature]</i>	6055 Glencroft	Idaho Falls	208-565-6277	10/20/11
2 MISS HYLA	<i>[Signature]</i>	5445 GLENVIEW CT	Idaho Falls	582-9454	10/20/11
3 MARSHAE CAMPBELL	<i>[Signature]</i>	6027 GLENVIEW	IDaho FALLS	359-8005	10/20/11
4 Rebecca Mayes	<i>[Signature]</i>	5548 N 5th W	Idaho Falls	520-5683	10/20/11
5 Tamara Smith	<i>[Signature]</i>	10011 Glencroft	Idaho Falls	221-7771	10/20/11
6 Melonie Frasure	<i>[Signature]</i>	285 La Costa Dr	Idaho Falls	528-9701	10/20/11
7 Kumba Winst	<i>[Signature]</i>	5990 H. Lawrence Dr	Idaho Falls	523-4233	10-20-11
8 Anthony Beck	<i>[Signature]</i>	6954 Glenview Dr	Idaho Falls	521-5076	10-20-11
9 Shari Williams	<i>[Signature]</i>	9828 N 35th W	IF, ID	339-7223	10/20/11
10 RONALD BLACK	<i>[Signature]</i>	1388 SCARLETT DR	IF	419-9830	10/21/11
11 SEANA BROWN	<i>[Signature]</i>	609 Glencroft	IF	582-5531	10/21/11
12 Jenni Jensen	<i>[Signature]</i>	5710 H. Broadway	IF	509-2119	10/21/11
13 Cindy Skuman	<i>[Signature]</i>	5835 W Broadway	IF	523-2497	10/21/11
14 Todd Skinner	<i>[Signature]</i>	5839 W Broadway	IF	523-2492	10/21/11

4/16/2008

I-003

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: Nov 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 3 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # I-004
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERITAGE CHARTER SCHOOL			
School District Where New Charter School will be Physically Located		DISTRICT 91			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Jodi Atkinson	<i>Jodi Atkinson</i>	523 Concord St	Idaho Falls	52-2055	10/23/2011
17 Eric Anderson	<i>Eric Anderson</i>	5850 Indian Wells	IF	587-0991	10/23/11
18 Robbi Underwood	<i>Robbi Underwood</i>	393 Spinglan	IF	624-2959	10-23-11
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4/16/2008

J-004

VI. Documentation of Application for Nonprofit Status: Ref. Idaho Code § 33-5204(1)

See Appendix C

VII. Charter Start! 101 Workshop: Ref. Idaho Code § 33-5205(5)

Appendix D is the Certificate of Attendance of the Charter Start! 101 Workshop attended by Founder Debra Infanger on October 6-7, 2011.

TAB 2: PROPOSED OPERATIONS: Ref. Idaho Code § 33-5205(4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through AHCS's Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

AHCS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. AHCS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of

the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

I. Proposed Location: Ref. Idaho Code § 33-5205(4)

The proposed location and specific attendance area boundaries for American Heritage Charter School are Idaho School District #91 in Idaho Falls, Idaho.

A. Target Population

American Heritage Charter School (AHCS) plans to open in the fall of 2013 with grades Kindergarten through eighth. AHCS plans to open a high school for students in grades nine through twelve in the fall of 2014. Beginning in the fall of 2015, AHCS will begin offering a blended program in grades K-12, which is by definition, enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Residents of Idaho Falls School District 91 will be the primary target population. Home school families, and all parents desiring a rigorous and patriotic education for their children will be the primary target population.

B. School Size

AHCS will remain relatively small with a total initial capacity of 244 students. We believe that students benefit from a small school setting. AHCS is proposing enrollment in four phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) blended program students per grade, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

In Phase Four, AHCS will add a bubble class which will begin with adding a Kindergarten class in 2016 consisting of 24 students. This class will continue as a “bubble” through the 12th grade. If through attrition, the bubble class loses significant enrollment, the school has the option to offer only one class for the affected grade level.

Phase Four: Bubble Class beginning Fall 2016		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
Total Enrollment		358

<u>Phase Four: Bubble Class</u>		
<u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2</u>	<u>26</u>	<u>26</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4</u>	<u>28</u>	<u>28</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-5</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7 (x2)</u>	<u>30</u>	<u>60</u>
<u>8-12</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8 (x2)</u>	<u>30</u>	<u>60</u>
<u>9-12</u>	<u>30</u>	<u>120</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8</u>	<u>30</u>	<u>30</u>
<u>9-12</u>	<u>30 (+ Bubble)</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

II. Proposed Operation

A. Organization: Ref. Idaho Code 33-5204(1)

AHCS, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

The Articles of Incorporation for AHCS, Inc. were filed with the Secretary of the State of Idaho on January 3, 2012. AHCS obtained Employer Identification Number 45-3753476, on a notice dated 11/7/2011. The 501(c)(3) was applied for on January 5, 2012 (See Appendix C), and will be completed on approval of the charter.

B. Founders

A group of parents and concerned citizens began meeting together in early 2011 as a result of students from Westside Elementary being moved to another school in District 91 to alleviate crowding in their current building. The District had a bond fail which would have addressed this issue among others.

Debra A Infanger, founder of North Valley Academy Charter School in Gooding, Idaho, has grandchildren in District 91. As a representative of the founding group, Mrs. Infanger met with representatives of District 91 to explore the possibilities of establishing a charter school in the boundaries of said district. During the course of the conversation it was made clear that the district is aware of the concerns of the parents, but that with their elementary schools at 97% capacity and the bond having failed, it is a matter of expediency for the district to move the children as needed. The district was very cordial and professional.

The district offers magnet schools at this time; however, the founding group is convinced a new charter school is the best option. American Heritage Charter School will be founded upon many of the same goals and principles as North Valley Academy, including a rigorous, patriotic education.

The impact upon the citizens of Idaho Falls should be very positive, as (1) charter schools do not operate on property tax money, and (2) another school in the district would help alleviate crowding. The prospective patrons are very excited about the establishment of the first elementary grade charter school on the west side of Idaho Falls.

An organizing group of founders has written the initial petition for a Charter for AHCS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose, and mission of AHCS to the AHCS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of

AHCS. This group will remain as advisors to the Board. The number of founding families is anticipated not to exceed ten families.

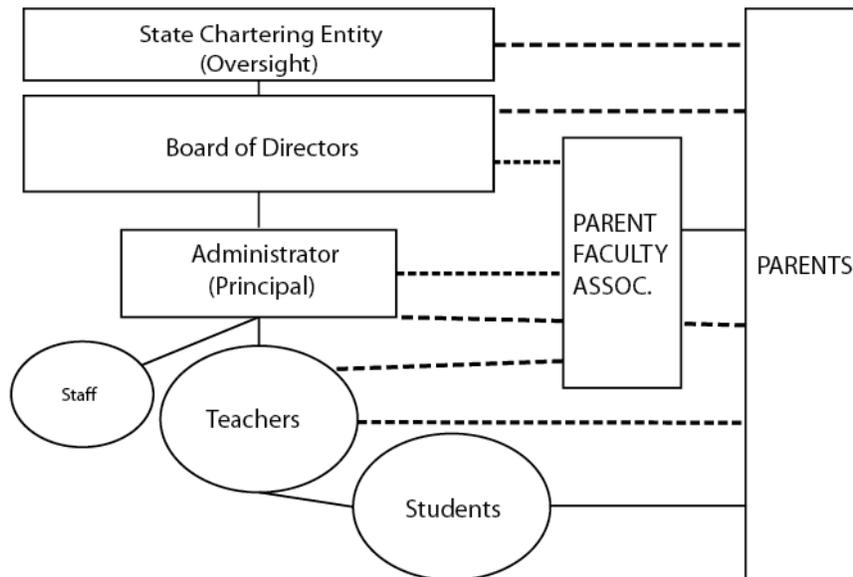
C. Board of Directors

The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation’s business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to AHCS Board by the State of Idaho as provided in the “Public Charter Schools Act of 1998.” (I.C. 33-5204) The Governing Body will adhere to the AHCS Corporate Bylaws addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control AHCS. The Board has all the power and duties afforded to a board of directors. AHCS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

D. Organizational Flow Chart

AHCS will function as a non-profit organization, organized and managed under the “Idaho Nonprofit Corporation Act,” as outlined in AHCS’s Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The flow chart above includes, but is not limited to, the following details:

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Faculty Association (PFA) (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for AHCS students.) of AHCS may provide consultation to the Principal/Designee regarding ongoing plans for the school.
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.
5. The Principal/Designee represents the Board as the liaison between the Board and AHCS community.
6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades 1-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the board and faculty will be responsible for hiring teachers for grades 7-12.
7. The Principal supervises, directly or indirectly, all employees of AHCS.
8. The administrative staff's primary functions will be management of AHCS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
 - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
 - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
 - c. foster staff initiative and rapport.
9. AHCS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

III. Facilities: Ref. Idaho Code § 33-5205(4)

The Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of AHCS is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of AHCS.

See Appendices E-G for specific details about facility's options.

A. Operation and Maintenance of Charter School Facilities

AHCS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The operation of AHCS's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain AHCS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

IV. Administrative Services: Ref. Idaho Code § 33-5205(4)

Instructional Organization

1. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

2. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

3. Holidays/Commemorative Day

School holidays will include New Year’s Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

4. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

5. PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities

6. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee.

Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file.

All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

7. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period.

A list of all contracts identifying the party with whom AHCS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to AHCS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

- a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of AHCS; and
- b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

V. Potential Civil Liability: Ref. Idaho Code § 33-5205(4) & 33-5204(4)

AHCS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and AHCS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name AHCS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and AHCS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of AHCS, except as may be provided in the Charter.

AHCS will operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

TAB 3: EDUCATIONAL PROGRAM AND SCHOOL GOALS

I. Educational Programs and Services

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

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

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

II. Educational Thoroughness Standards: Ref. Idaho Code § 33-5205(3)(a), 33-1612, and IDAPA 08.02.03

AHCS will achieve the Thoroughness Standards (as defined in Idaho Code § 33-1612 and IDAPA 08.02.03) through its basic curriculum, which include character education, foreign language, music, and community, school, and family service projects.

A. Standard A

A safe environment conducive to learning is provided.

1. Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of AHCS is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging,

accelerated learning takes place. AHCS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. Objectives. AHCS will:

- a. Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities. There will be an advertised visitation day.
- d. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

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

The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. Objectives. AHCS will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark's "Essential 55", "Excellent 11", and "Great Expectations."

- c. Establish and maintain rules to be used consistently throughout the school.

C. Standard C

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

1. Goal. Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
2. Objectives. AHCS will:
 - a. Emphasize the importance of adults modeling important values at school. This is done through training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness.
 - b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.
 - c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D

The skills necessary to communicate effectively are taught.

1. Goal. Teach students a range of effective communication skills.
2. Objectives. AHCS will:
 - a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.
 - b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
 - c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once AHCS offers grades 9-12, students in those

grades will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.

- d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

E. Standard E

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

1. Goal. Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. Objectives. AHCS will:

- a. Use the Idaho State Department of Education's Standards as a starting point to be enhanced by the Core Knowledge[®] Sequence and other creative methods.
- b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge[®] Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is "Patriots.")

F. Standard F

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

1. Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As AHCS expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, and with whom we plan dual credit.

2. Objectives. AHCS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

III. Educated Person and How Learning Best Occurs

A. Definition of an “Educated Person” in the 21st Century: Ref. Idaho Code § 33-5205(3)(a)

AHCS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

AHCS’s educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;
2. Develop an awareness of and appreciation for cultural diversity;
3. Stimulate intellectual curiosity and growth;
4. Provide fundamental career concepts and skills;
5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
7. Develop the fundamental skills which will provide a basis for lifelong learning; and
8. Be free of any cultural, ethnic, sexual, or religious bias.

B. How Learning Best Occurs: Ref. Idaho Code § 33-5205(3)(a)

The curriculum will reflect our belief that learning best occurs when:

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

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

C. Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

- a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Idaho Code § 33-1201 and 33-1207, and where the students and teachers are not separated by distance or time.
- b. Teachers will be engaged in the act of face-to-face teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) beginning 2015-16 school year. (See Also, Tab 9)
 - a. “Blended program” participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from AHCS teachers. This instruction will be overseen and monitored by the Principal/Designee.
 - b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-8 students or the "Above and Beyond" ceremony for 9-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one, whole school event per trimester.
 - c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.
 - d. All blended program students are eligible to participate in AHCS extracurricular activities.

IV. Curricular Emphasis

A. Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. AHCS will assure students meet the school standards with the state common core and educational thoroughness standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school’s curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

B. Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

1. Not reaching grade level on state adopted standardized tests;
2. Reading below grade level as determined by IRI in grades K-3; teachers of grades 4-12 will use multiple sources of data such as classroom grades, fluency checks,

comprehension checks, and/or computerized programs to determine a student's reading level; and/or

3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

C. Instructional Methodologies

All curriculum taught at AHCS will be reviewed and approved by AHCS's Board.

1. Ron Clark's, "Essential 55"

AHCS may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. AHCS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. "Great Expectations"

AHCS may utilize "Great Expectations," which is a professional development program and Student character education program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. "Cowboy Ethics"

AHCS may utilize "Cowboy Ethics," by James P. Owens, which is a character education program that is dedicated to the belief that everyone needs a code or creed by which to live:

- a. live each day with courage;
- b. take pride in your work;
- c. always finish what you start;
- d. do what has to be done;
- e. be tough, but fair;

- f. when you make a promise, keep it;
- g. ride for the brand;
- h. talk less and say more;
- i. remember that some things aren't for sale; and
- j. know where to draw the line.

4. Grade Plus Classes and Above and Beyond Curriculum (See Also, Appendix H)

In order to accommodate every part of the educable population, AHCS is going to offer one more avenue to educate students Above and Beyond what they are learning in their classes. This material will be entered into BrainHoney and named with a Plus following the grade name. Parents often want their children to learn more, do more practice at home or stay at school and stay engaged.

To support these classes we are going to charge for them. The money generated from the courses promises to give us some monetary security in the immediate future. The classes will be designed to answer several needs:

- a. The Gifted and Talented student needs can be met
- b. Students from AHCS who want to engage in additional school work at home can take advantage of the offering
- c. Students from other schools whose parents want them to achieve Above and Beyond their daily requirements can enroll in the classes either at home or after school
- d. Help fill the need for homework which should only be considered when a teacher is teaching more than can educationally be accomplished in class.

Examples of the needs we are trying to fill:

- a. A student who moved here from a less achieving school and needs to do catch up in order to be with the class.
- b. A student in class that is very ambitious and chooses to work ahead and improve upon what they already learned in class.
- c. A student from another school whose parents would like to send them to a more rigorous school.

American Heritage Charter School will charge for these courses for students not enrolled in AHCS and that money will go back into the school to help support school needs. There will not be a charge for access and materials used at school. AHCS parents may purchase access to extra materials if so desired for a minimal charge.

All teachers will have input as to the material that should be included in each Plus course. There is no limitation to the quantity of material that can be included and it will be the responsibility of the teacher to suggest and lead the development of the course in the curricular direction appropriate to the grade level the teacher teaches.

There should be a significant reward for completion. Examples: School sweater, blazer or other apparel, IPOD, books, gift certificates, or specific recognition.

5. Blended Curriculum (See Tab 9)

D. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

AHCS may use the unique aspects of the Core Knowledge[®] Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge[®] Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge[®] tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

E. Grading Procedures

AHCS students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105.

AHCS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All AHCS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year.

Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

F. Other Required Instruction

1. Grades K-8

a. Other instruction

- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

b. Additional instructional options as determined by AHCS may include:

- Foreign Language (Spanish)

2. Secondary Curriculum (Grades 9-12) The secondary curriculum is composed of college-prep required classes and elective classes.

a. Sample Schedule of Required and Elective Class Offerings by Grade

Sample Freshman Schedule	Sample Sophomore Schedule
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/Humanities	Health//PE/Humanities
Elective (See Table Below)	Elective (See Table Below)
Sample Junior Schedule	Sample Senior Schedule
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
Elective	Economics
	Senior Project
Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	Tech Prep: (Examples as available)
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

- b. American Heritage Charter School Required Graduation Credits
(which exceed State of Idaho Graduation Requirements)
 - English (8 English plus 1 Speech credit)9
 - Science8
 - Mathematics8
 - Social Science6
 - Humanities2
 - Health1
 - Electives13

Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation. Pursuant to the approved State Board of Education rule, beginning with students in the Class of 2016, two (2) online credits must be earned before graduating from high school.

Total American Heritage Charter School Credits at Graduation46

GPA of 60% on a 100% scale to receive a diploma
Pass 10th grade ISAT

- c. All American Heritage Charter School secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program (beginning 2015-16 school year), which is a combination of online courses **and** courses at school.

American Heritage Charter School may require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

All American Heritage Charter School secondary students will take the state-mandated college entrance exams.

- d. Number of credits available in dual-credit classes in association with post- secondary institutions and/or Idaho Digital Learning Academy (IDLA)

Academic:		Tech Prep: (examples)	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
TOTAL NUMBER OF POSSIBLE CREDITS	22-29	TOTAL NUMBER OF POSSIBLE CREDITS	5

*This is the standard toward which AHCS will be working. However, AHCS recognizes students will need to be given the necessary instructional time in order to achieve this standard. AHCS plans to “grow” our students into this standard.

G. Alternative Credit Options (See Also, Tab 9)

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. Blended Program Courses (See Tab 9)
2. Correspondence Courses

AHCS will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student’s educational program.

Students in grades 9-12 may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by accredited institutions will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Principal/Designee; and
2. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

V. Special Education: Individuals with Disabilities in Education Act (IDEA)

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law

The Board acknowledges the right of every student to receive a quality education; consequently, AHCS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The AHCS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

2. “Idaho Special Education Manual”

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

3. Differentiated Instruction

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. AHCS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

4. Policies and Procedures

The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Principal/Designee. All students at AHCS will receive appropriate services as outlined in the following provisions.

5. Resources

The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students’ Individualized Education Program (IEP).

6. Enrollment

AHCS will not deny enrollment to a student with a disability solely due to that student’s need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility

criterion for such services. AHCS will be prepared to provide special education services the first day of school.

7. Information Management

AHCS will use the forms for special education as outlined in the “Idaho Special Education Manual.”

8. Multidisciplinary Teams

The Principal/Designee will form multidisciplinary teams to consider a student’s eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the “Idaho Special Education Manual,” Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP)

In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student’s general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student’s IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or limited pullout classes model depending on the degree of intervention necessary to meet the student’s needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student’s academic needs cannot be met on site, AHCS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening

The Principal/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the “Idaho Special Education Manual,” AHCS will:

- a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- b. Ensure that staff and the school’s constituents are informed of the availability of special education services.

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

11. Least Restrictive Environments (LRE)

In compliance with the “Idaho Special Education Manual” and as identified on each student’s IEP, AHCS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be AHCS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

- a. Based on student’s IEP: The student’s IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student’s IEP and unique needs that result from his or her disability, not on the student’s category of disability.
- b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student’s home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
- d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student’s ability to graduate and achieve their post high-school goals.
- e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. AHCS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, and travel.
- f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities,

special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions

The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction.

13. Grading Procedures for Special Education Students

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual":

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
- e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

14. Discipline

Multidisciplinary teams will be formed to address disciplinary problems by special education students. AHCS employees will follow the "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") and the district policy manual to address these issues.

The discipline policy as set forth in the "Idaho Special Education Manual" will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

- a. a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior,

- b. the result of an inappropriate placement, and/or
- c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts

AHCS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel

The Board and Principal will hire necessary highly qualified personnel (as delineated in Tab 6 of this document) or contract for services to ensure proper oversight of the program and provide the required services for the students.

17. Professional Development

All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Principal/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation

Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

19. Special Programs and Interventions

Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, AHCS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

20. Parent Participation

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

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

If parents disagree with the determination, a request for a due process hearing may be made. The process will proceed as follows:

- a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of AHCS with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) AHCS's evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.
- b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with AHCS;
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;
- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, AHCS will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, AHCS may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;
- e. Once AHCS has selected an impartial hearing officer, AHCS will provide the parent and all other interested parties with notice of the person selected;
- f. Within five (5) days of AHCS's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;

- h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
- i. At the hearing, AHCS and the parent may be represented by counsel;
- j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriate equipment or a court-reporter. AHCS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

21. Confidentiality

AHCS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

- a. Upon enrollment of a student, AHCS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.
- b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).
- c. AHCS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.
- d. AHCS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized

employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

B. Title I

1. Parent Involvement

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student's progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

AHCS endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law AHCS will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

AHCS parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

2. Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

- a. Information about programs provided under Title I;
- b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and

- d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to AHCS's attention.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

3. School-Parent Compact

AHCS will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

- a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
- b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
- c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

4. Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by AHCS policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

- i. Volunteering;
- ii. Parent education;
- iii. Home support for the student's education; and
- iv. Parent participation in school decision making.

AHCS will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

- 1) Actively communicate with school staff;
- 2) Be aware of rules and regulations of school;
- 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
- 4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

- 1) Develop and implement a school plan for parent involvement;
- 2) Promote and encourage parent involvement activities;
- 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

- 1) Be aware of rules and regulations of the school;
- 2) Utilize opportunities for participation in school activities.

iv. Administration

It is the responsibility of the administration to:

- 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
- 2) Provide training and space for parent involvement activities;
- 3) Provide resources to support successful parent involvement practices;
- 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

VI. Dual Enrollment: Ref. Idaho Code § 33-5205(3)(r) and 33-203

Students enrolled in NVA will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment will include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in NVA Board Policy.

Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	Tech Prep: (Examples as available)
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

VII. Gifted and Talented Program: Ref. Idaho Code § 33-2003 (See Also, Appendix H)

A. Differentiated Instruction

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student’s areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops.

B. Policies and Procedures

AHCS will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

C. Definition

Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

D. Identification

AHCS will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent

questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met.

The school's process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and
2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and
3. The school shall match student needs with appropriate program options.

E. Strategic Plan

AHCS will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and authorized chartering entity, plans will be reviewed annually and submitted to the Board and authorized chartering entity every three (3) years. The gifted and talent plan will include the following:

1. Philosophy statement
2. Definition of giftedness
3. Program goals
4. Program options
5. Identification procedures
6. Benchmarks and program evaluation
7. Implementation and evaluation timelines

F. Goals

AHCS's goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and
3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

G. Oversight & Professional Development

The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school.

H. Parent Participation

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA)

Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing
2. Summary of test results
3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
4. Decision of the G/T MDT

The confidential file will be kept by the AHCS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

VIII. Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)

AHCS anticipates an enrollment ranging from 180-244 students. Based on the population demographics of Bonneville County, AHCS anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. (See Appendix I for details.)

For program details, please see AHCS's LEP Program, Appendix I

TAB 4: MEASURABLE STANDARDS, ACCREDITATION, AND ACCOUNTABILITY

I. Measurable Student Educational Standards: Ref. Idaho Code § 33-5205(3)(b) (See Also, Appendix J: Portfolio Requirements)

AHCS's goal is to accomplish these educational standards annually:

A. Standard 1

Beginning in 2017, students continuously enrolled for at least two consecutive years will show academic growth and improvement. The growth and improvement will be measured as described for each assessment method:

1. K-3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator at the total percentage level of State Goal or above.
2. Students will receive a score of proficient or above in all required subjects as measured by the Smarter Balance Assessment Consortium (SBAC) at the total percentage level of State Goal or above.
3. Seventy-five percent (75%) of students will achieve satisfactory or above in core subjects on end-of-course academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Specific teaching techniques to raise student achievement will be an ongoing development starting the first day of school. When AHCS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

B. Standard 2

Ninety-five percent (95%) of all students, K-12, will develop and maintain a portfolio.

1. *Completion/progress monitoring benchmarks are:*
 - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.

- b. All eighth-grade students will develop an educational plan including a four-year high school and a four-year post high school education plan as part of their portfolio.
- c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the portfolio will be directed by a teacher/advisor and reviewed by the parents.

C. Standard 3

One hundred percent (100%) of students currently enrolled at AHCS in grades 11 and 12 will participate in the SAT and Accuplacer tests.

II. Measurable Student Progress: Ref. Idaho Code 33-5205(3)(c)

A. Mastery Level

We will meet the goals identified in this Charter petition by 2017 when:

1. Students score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at AHCS at the percentage levels required to meet or exceed State Goal.
2. Students read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI) at the percentage levels required to meet or exceed State Goal.
3. Students produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State assessments at the percentage levels required to meet or exceed State Goal.

B. Achievement of Assessments

Students enrolled continuously at AHCS will be expected to improve their personal scores in ISAT and other state assessments, which will ultimately improve AHCS's overall scoring:

Idaho Reading Assessment, Grades K-3
SAT/Accuplacer, Grade 11
ISAT/SBAC Assessment, Grades 3-10

III. Standardized Testing: Ref. Idaho Code § 33-5205(3)(d)

A. Statewide Assessments

The students at AHCS will be evaluated using the same standardized tests as other Idaho public school students.

B. Reporting of Student Test Results

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between AHCS, state, and national averages

C. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or AHCS-developed criteria.

IV. Middle Level Credit System (IDAPA 08.02.03.107)

American Heritage Charter School will develop and adopt a policy that addresses the following:

A. Credit Requirements

AHCS shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. AHCS's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

B. Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level.

C. Alternate Mechanism

AHCS may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by AHCS to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

D. Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

V. Accreditation: Ref. Idaho Code § 33-5205(3)(e) and 08.02.02.140

A. State Accreditation of Charter School

AHCS will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Accreditation is updated and renewed annually.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. AHCS will use Northwest Accreditation Standards along with a continuous school improvement plan (See Appendix P) as required by 08.02.02.140.

C. Accreditation Reports

AHCS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee and authorized chartering entity in a timely manner.

VI. “No Child Left Behind” (NCLB)

Student learning is the primary focus for AHCS. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the AHCS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB: Reference Idaho Statutes 08.02.03.112 and 08.02.03.114

Tab 4: Measurable Standards, Accreditation, and Accountability

Should it be determined through AHCS's measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning. (See Appendix P-School Improvement Plan)

TAB 5: GOVERNANCE STRUCTURE, PARENTAL INVOLVEMENT, AUDITS

I. Description of Governance Structure: Ref. Idaho Code § 33-5205(3)(f)

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation will be not less than five (5) or more than seven (7) Directors. Two seats will be held by parents. Of these, one is an appointed position (by the board) the other is an elected position (by the parents of the school population). The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of AHCS. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

B. Liability

Upon approval, AHCS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, AHCS will defend, hold harmless, and indemnify the State of Idaho, Idaho State Board of Education, and Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of AHCS and/or arising out of the acts or omissions of the agents, employees, or contractors of AHCS.

Upon approval, AHCS will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. AHCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors, and officers will enjoy the same immunities as employees, directors, and officers of traditional public schools.

II. Parental Involvement: Ref. Idaho Code § 33-5205(3)(f)

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements

for parental participation in enrollment procedures, school policy recommendation, and student discipline. AHCS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits: Ref. Idaho Code § 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

A. Annual Financial Statement

AHCS's board will prepare, or cause to be prepared and published, in the manner hereinafter prescribed, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. AHCS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

B. Additional or Supplementary Statements and Reports

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

C. Publication of Annual Financial Statement

The annual statement of financial condition and report shall be published within the time above prescribed in one (1) issue of a newspaper printed and published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, in the county in which the school district is located, or, if more than one (1) newspaper is published in said district or county, then in the newspaper most likely to give best general notice of the contents of such annual statement of financial condition and report to the residents of said district; provided, that if no newspaper is published in the district or county, then such statement

of financial condition and report shall be published in a newspaper as provided in section 60-106, Idaho Code, most likely to give best general notice of the contents to the residents of said district.

D. Certification of Annual Financial Statement

The AHCS board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

E. Failure to Prepare and/or Publish Annual Financial Statement

In the event the AHCS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of AHCS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

F. Financial Audit

1. AHCS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.
2. The auditor shall be employed on written contract.
3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.
4. In the event the State Department of Education requests further explanation or additional information regarding AHCS's audit report, AHCS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If AHCS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of AHCS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.
5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

G. Required Report Filing

AHCS will annually submit a report to the authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report.

H. Destruction or Cancellation of Checks or Warrants

AHCS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

I. Budget Review

AHCS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

J. General Funds

The AHCS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

K. Programmatic Audit

During the February or March Board meeting, AHCS's Board, with assistance from the Principal, will appoint a committee consisting of at least one Board member, the Principal, one teacher, two AHCS parents, and two persons at large (not affiliated with AHCS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB 6: EMPLOYEE REQUIREMENTS

I. Employee Qualifications: Ref. Idaho Code § 33-5204A, 33-5205(3)(g), and 33-5210(4)(a)

General Qualifications and Hiring Practices:

1. AHCS's staff will meet or exceed qualifications required by state law and federal Title II Highly Qualified Teacher requirements. Administrative and instructional staff will be certified teachers or have alternate certification or provisional certification as provided in Idaho Code § 33-5206(4).
2. All individuals to be employed by AHCS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this charter.
3. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
4. Student/teacher ratios will be recommended by the Administrator and subject to Board approval and will reflect the target caps as outlined in the charter document. Student/teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
5. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

II. Standards for Teachers of Online Courses (See Also, Tab 9)

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

III. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

IV. Transfer Rights: Ref. Idaho Code § 33-5205(3)(o) & 33-1217

The transfer rights of an employee choosing to work at AHCS and the rights of such employees to return to any non-charter school after employment at AHCS will be dependent upon the school district from which an employee might transfer. AHCS claims no transfer rights.

The Board for AHCS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

V. Employee Benefits: Ref. Idaho Code § 33-5205(3)(m)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. AHCS will make all employer contributions as required by PERSI and Federal Social Security. AHCS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. AHCS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may establish other benefits.

VI. Collective Bargaining: Ref. Idaho Code § 33-5205(3)(p)

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

VII. Teachers and Administrators Under Contract: Ref. Idaho Code § 33-5206(4)

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon their duties. AHCS will commit Title IIA funds to helping teachers get additional endorsements as needed.

VIII. Staff Evaluations: Ref. IDAPA 08.02.02.120

AHCS will follow the personnel practices required by Idaho Code. This will include supervision, evaluation, and dismissal as detailed by Idaho Code § 33-513 and IDAPA 08.02.02.120. (See Appendix U)

A. Teacher Evaluations

The administrator will conduct an evaluation of each staff member by November 1 and a second evaluation previous to April 1 of each school year using evaluative tools created using the Charlotte Danielson Method. If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement or a dismissal process will be initiated.

B. Administrator Evaluation

The administrator will be evaluated by a three-member committee composed of at least one board member and one parent as appointed by the Board. The committee will use evaluative tools created using evaluative tools found in Appendix U to complete the evaluation. The committee will make a recommendation to the Board of whether or not to rehire the administrator. The evaluation period is from January through February.

IX. Criminal History Check: Ref. IDAPA 08.02.02.120

Those required by Idaho Code § 33-5210(4)(d) & 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.

X. Professional Development (See Also Appendix O)

A. General Trainings

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of AHCS. Training may include, but is not limited to:

1. Instructional models methodology to ensure the consistency of instruction
2. The systems approach to school climate
3. Math Thinking for Instruction
4. Language Arts
5. Vocabulary
6. Expectations training
7. Classroom pacing
8. Rules and Reasons – Student Behavior Plans
9. Memorization and dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing parent volunteers
14. Effective use of educational assistants
15. Modeling as a staff
16. Capturing teaching time

B. Learning Management System (LMS) Training

AHCS staff will be trained in the use of the BrainHoney system, which will be used as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The AHCS tech person will manage/update the software. The annual seat license will be funded by AHCS from M&O.

AHCS has incorporated professional development into the “Merit Pay Policy” by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program.

TAB 7: ADMISSIONS, DISCIPLINE, STUDENT POLICIES

I. Admission Procedures: Ref. Idaho Code § 33-5205(3)(j)

AHCS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both AHCS, and beginning with the 2015-16 school year, AHCS's blended program courses. AHCS will conduct a separate lottery for students wishing to enroll in AHCS's blended program courses. (See Also, Tab 9)

A. Enrollment Deadline

AHCS will establish an enrollment deadline by which date all requests for admission to attend AHCS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may complete an application for enrollment. In the case of a family with more than one student seeking to attend AHCS, a single application for enrollment must be submitted on behalf of all siblings.

C. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to AHCS, as described in IDAPA 08.02.04.203.09. Only those applications for enrollment submitted on behalf of prospective students that are received prior to the enrollment deadline established by AHCS will be permitted to participate in the equitable selection process.

D. Admissions Preference

AHCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code as follows:

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of AHCS, by:
 - i. researching start-up facilities sites
 - ii. budget planning
 - iii. writing policies and definitions
- b. have made a significant contribution to the development and establishment of AHCS as defined by the Board

E. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for AHCS will use the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

- a. First priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- b. Second priority group: siblings of pupils already selected by the lottery or other random method;
- c. Third priority group: applicants in primary attendance area; and
- d. Fourth priority group: applicants outside of primary attendance area

2. Attendance Areas

The primary attendance area for AHCS will be Idaho Falls School District 91 boundaries.

3. Re-enrollment

Once enrolled in AHCS, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

F. Priority Preferences for Subsequent Enrollment Periods

AHCS will have admission preferences for enrollment of students in subsequent school years, using the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

- 1. First priority group: students returning to AHCS's blended program;
- 2. Second priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, and finally: (3) children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;

3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area

G. Proposed Attendance List

Each year AHCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective student. The columns might designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

H. Final Selection List

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

1. Notification and Acceptance Process

- a. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student’s parent, and returned to AHCS by the date designated in the offer letter from AHCS.
- b. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- d. If a student withdraws from AHCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

I. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)

Because AHCS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students residing within the school district who choose not to attend AHCS may choose to enroll in traditional public schools, private school, another charter school, or be home schooled. No student will be required to attend AHCS.

J. Amendments

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

II. Public Notification of Enrollment Opportunities

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by AHCS each year, to be posted in highly visible and prominent locations within the area of attendance of AHCS.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the AHCS area(s) of attendance.

AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in AHCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

III. Denial of School Attendance: Ref. Idaho Code § 33-5205(3)(i), 33-205, and 33-206

AHCS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to AHCS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of AHCS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in AHCS.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

IV. Disciplinary Procedures: Ref. Idaho Code § 33-5205(3)(l) & 33-205

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
 - a. Loss of privileges
 - b. Detention (lunch hour or before or after school)
 - c. Phone call to parent
 - d. Letter sent to the parent
 - e. Student and parent conference with Principal
 - f. Suspension from extracurricular activities
 - g. In-school suspension
 - h. Out-of-school suspension
 - i. Referral to Status Offenders Service
 - i. Behavioral
 - ii. Attendance
 - iii. Truancies, etc.
 - j. Referral to Counselor or Student Specialist for intervention
2. Recommendation to Board for expulsion.
3. The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

1. Temporary Suspension:

AHCS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of AHCS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to AHCS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to AHCS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

The Principal or Board may deny attendance at American Heritage Charter School by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to American Heritage Charter School by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;

2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. AHCS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

V. Alcohol, Tobacco, Drug Policy

AHCS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in "American Heritage Charter School Student Handbook")

VI. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in AHCS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook (Appendix M).

VII. Suicide Prevention Plan: Ref. IDAPA 08.02.03.160

AHCS follows the Idaho School Response Guidelines for Suicide and Sudden Death contained in Appendix K.

VIII. School-Provided Access to Electronic Information, Services, and Networks: Ref. Idaho Code § 33-131(1)

A. General

Internet access and interconnected computer systems are available to AHCS's students and faculty. Electronic networks, including the Internet, are a part of AHCS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for AHCS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the AHCS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of AHCS's electronic networks will be consistent with the curriculum adopted by AHCS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with AHCS's educational goals, use the Internet throughout the curriculum.

AHCS's electronic network is part of the curriculum and is not a public forum for general use.

C. Acceptable Uses

1. Educational Purposes Only. All use of AHCS's electronic network must be (a) in support of education and/or research, and in furtherance of AHCS's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via AHCS's electronic network or computers. AHCS reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. Unacceptable Uses of Network. The following are considered unacceptable uses and

constitute a violation of this policy:

- a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by AHCS's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
- b. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- c. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- d. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- e. Students may be prohibited from using e-mail (except AHCS e-mail accessed through a web browser) .E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

IX. Internet Safety

Each AHCS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

AHCS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex,

or excretion;

2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

1. educating students to be "Net-smart;"
2. using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material;
3. using "Acceptable Use Agreements";
4. using behavior management practices for which Internet access privileges can be earned or lost; and
5. appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

D. Internet Access Conduct Agreements (See Appendix L)

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to AHCS's computer system and/or Internet Service.

E. Warranties/Indemnification

AHCS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. AHCS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. AHCS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to AHCS and will indemnify and hold AHCS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with AHCS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

F. Violations

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

X. Parental Access to Student Handbook: Ref. IDAPA 08.03.01.401.09g

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of AHCS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the AHCS website. All new students will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in Appendix M.

TAB 8: BUSINESS PLAN, TRANSPORTATION, SCHOOL LUNCH

I. Business Plan: Ref. IDAPA 08.02.04.202 and 08.03.01.401.1.0

A. Description

An organizing group of founders has written the initial petition for a charter for American Heritage Charter School and has recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of AHCS Charter School to the AHCS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of AHCS Charter School. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

American Heritage Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for American Heritage Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. American Heritage Charter School website that will introduce information about the school. Brochures promoting the curriculum and methods used at American Heritage Charter School.
3. Public informational meetings about American Heritage Charter School held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
5. Web, e-newsletters, and social media

C. Management Plan

1. Operations

AHCS will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, expanding to include grades 9-12 in fall 2014, and a blended program beginning fall 2015.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

3. Class Size

In American Heritage Charter School’s initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

For the purposes of clarity, AHCS is proposing enrollment in four phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

We anticipate drawing upon a large number of local students enrolled in home school and private schools in Idaho Falls and the neighboring communities. Market research conducted as of

Tab 8: Business Plan, Transportation, School Lunch

November 1, 2011, supports our belief that parents want educational options for their students. Founders contacted persons known to them and contacted others on recommendation of said contacts and received signatures from parents indicating in writing their interest in enrolling their student(s) in AHCS. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12	Unspecified	Total
Number of Prospective Enrollees	61	49	47	43	38	33	28	19	13	18	12	6	3	29	399

<u>Phase Four: Bubble Class</u> <u>beginning Fall 2016</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>358</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u>		
<u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2</u>	<u>26</u>	<u>26</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u>		
<u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4</u>	<u>28</u>	<u>28</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-5</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7 (x2)</u>	<u>30</u>	<u>60</u>
<u>8-12</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u>		
<u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8 (x2)</u>	<u>30</u>	<u>60</u>
<u>9-12</u>	<u>30</u>	<u>120</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8</u>	<u>30</u>	<u>30</u>
<u>9-12</u>	<u>30 (+ Bubble)</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

D. Resumes of Directors

See Appendix N

E. Financial Plan

American Heritage Charter School, Inc. (AHCS) has been fortunate to form two important alliances. The first is with the North Valley Academy, Inc. (NVA) in Gooding, Idaho. NVA will provide training and support to AHCS as outlined in Appendix O. Three founders of NVA will also be founders of AHCS: Debra Infanger, James R. Dalton, and Gayle DeSmet. These three will also serve on the board of AHCS during start up and perhaps longer as needed.

The founders of AHCS believe that this critical support in the technical areas of starting a new charter school will be highly beneficial. Many new charter schools are blindsided by a host of issues that are difficult to foresee. The experience of these three key members will be essential to AHCS's success.

The second alliance is equally important. This is a financial commitment by the Frank L. VanderSloot Foundation, Inc. as evidenced in Appendix G. Facilities funding is a giant issue in the charter school arena. The lack of Federal Start Up funds looms nearly as large. The VanderSloot Foundation will be providing financial support and assistance in securing financing and raising additional funds to supplement public funding for start-up costs and operations. This will help replace the now non-existent Federal Start Up funds. The VanderSloot Foundation has also committed to ensure that the school has sufficient finances to secure high quality facilities. AHCS will apply for the Albertsons grant and if the Federal Start-Up funds become available, those will be applied for.

AHCS has also hired, on an "as needed" basis, the Chief Financial Officer of NVA. This CFO has the experience to include the use of federal funds for Title I, XI-B, rural schools etc...in the enclosed budgets. The NVA CFO will assist AHCS in procuring these funds. Upon approval of the charter, AHCS will be hiring an experienced school clerk in the Idaho Falls area part-time to take over for NVA's CFO.

AHCS plans to hire their principal in the year preceding the actual projected start-up of the school. This principal will assist the founders in securing a facility, purchasing equipment and curriculum, marketing, and hiring the staff. The funds for this early hire will come from the support of the VanderSloot Foundation and/or their assistance in raising additional charitable contributions.

Given the recent tightening of Idaho public school budgets, AHCS will practice the conservative budgeting required to grow their fund balance as quickly as possible. They will model their financial operations after the successful financial practices of NVA.

F. Start-up Budget with Assumptions

See Appendices Q & R

G. Three-Year Operating Budget Form

See Appendices Q & R

H. First Year Month-by-Month Cash Flow Form

See Appendices Q & R

II. Transportation: Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4) (See Also, Appendix V)

A. Transportation Services

AHCS will provide transportation services to students within our primary attendance area Idaho Falls School District #91 (and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. AHCS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. AHCS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

III. School Lunch Program: Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations

A. Student Nutrition

AHCS is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

B. Free and Reduced Lunch

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with USDA Child Nutrition Federal Policies and Regulations.

C. Lunchroom Climate

AHCS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

AHCS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

I. Introduction to AHCS Blended Educational Program

A. Statement of Purpose

Beginning in fall 2015, American Heritage Charter School plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

AHCS's blended program will move American Heritage Charter School forward in our vision to "Create Patriotic and Educated Leaders," and evidences our stated belief in James Madison's statement that... "The advancement and diffusion of knowledge is the only guardian of true liberty."

AHCS's mission—in part—is to strive "to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry." We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe AHCS's blended program will make American Heritage Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Idaho Falls School District #91 interested in a rigorous and patriotic education.

We believe that being able to offer American Heritage Charter School's "free, rigorous, and patriotic education" online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

American Heritage Charter School seeks to be the 21st Century School model where technology and the human touch come together to move education forward to the highest possible level!

B. Background

"Student's Come First" legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The AHCS administrator and staff will create online courses, which will be utilized by students during the course of their regular school day. The Technology Director for AHCS will create courses to be accessed electronically as another teaching method in the classroom.

Face-to-face students at AHCS in grades 7-12 will be taking advantage of assignments and content available online during the course of the class. Teachers 7-12 will prepare all of their lessons online on approved LMS. When it is appropriate in the classroom, as determined by the teacher, AHCS students login to the class on the LMS. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations.

C. Definitions

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.
2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for AHCS will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 9).
3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

D. Terms and Conditions for Online Courses in Blended Program: Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)

As determined by school policy, AHCS students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.
2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the principal and the parent(s). The classroom cap will apply.
4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

II. AHCS Blended Program Plan

American Heritage Charter School may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

AHCS’s blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, “We the People” patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

A. Program Overview

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. AHCS will also supply our blended program students with textbooks as needed and access to appropriate technology. Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the AHCS blended program student’s grade.
2. AHCS blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) Hardware or network support for homebound students will be offered by the provider first, and AHCS staff second. AHCS will not provide any hardware for students participating in the AHCS blended program courses at home.
3. Teachers will post and maintain virtual office hours for synchronous interaction with AHCS blended program students to provide guidance with course material via phone, e-mail, and face-to-face. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix U for a comprehensive list of interactions).
4. AHCS blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 9.II.1.6).
5. AHCS blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room, IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix U).

6. AHCS blended program students needing technical support relevant to the delivery of online courses will contact their teacher at AHCS who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)
 - a. AHCS will provide a staffed computer lab from 7:30 a.m. to 5:00 p.m. on days when school is in session. Personnel will assist students and facilitate access to online resources and staff.
 - b. After-hours monitoring will be the responsibility of the onsite technology technician, vendors, and subject-matter teachers. Students will receive a response within 24 hours, Monday through Saturday.
 - c. Monitoring of support at the administrative level will be accomplished through online surveys.
 - d. The site coordinator will maintain a log of support provided.
7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA).
 - a. All requirements for IDEA, as well as the *Idaho Special Education Manual*, will be followed and implemented as appropriate.
 - b. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

For example: Students enrolled in AHCS's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and AHCS's contracted onsite speech language pathologist. (See Tab 3.V for specific details of services to be provided.)
 - c. Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services.
 - d. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.
 - e. If special education students are in 100% attendance at AHCS, all special education requirements per IDEA are provided. If students are not attending AHCS 100%, AHCS

will be responsible for the services for the time the student is enrolled, and will work with the other school/district to insure all of the student's services are being provided.

- f. AHCS will deliver services toward goals and accommodations as directed by IEP for the courses delivered by AHCS, including:
 - i. Federally required annual "consideration" of assistive technology for every student with an IEP.
 - ii. AHCS may work directly with the Idaho Assistive Technology Project to outline a specific plan for the provision of the assistive technology requirements to make the course content accessible. This may include, but is not limited to, software providing text to speech and speech to text, such as, *Read Write Gold* and word prediction software to provide the accessibility features to allow students with learning/reading disabilities equal access to the greater volume of print utilized in an online course. Consideration will also be given to those students with hearing and vision impairments and how AHCS can best utilize technology to make the learning management system and classroom materials accessible through magnification and variable volume.
 - iii. The online vendor AHCS chooses will demonstrate and assure accessibility through adherence to Section 508 regulations regarding the accessibility of their site.

(See Tab 3 for additional information about services for Special Education Services.)

- 8. AHCS's principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled in online courses at the school face-to-face with the principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. AHCS will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to AHCS, who will work with the online provider to remedy the situations as they arise.

B. AHCS Blended Program Marketing Plan

AHCS will not be doing extensive marketing as we are not trying to compete with the state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

- 1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

2. In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.
3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.
4. Advertising for American Heritage Charter School may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:
 - a. Advertising with public schools located within the target area using flyers upon administrative approval.
 - b. American Heritage Charter School website that will introduce information about the school.
 - c. Brochures promoting the curriculum and methods used by AHCS's blended program.
 - d. Public informational meetings about AHCS's blended program held in accordance with Idaho Statute § 67-23.
 - e. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
 - f. Web, e-newsletters, and social media.

C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)

1. Admission Procedures

AHCS blended program offerings will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

2. Enrollment Deadline

AHCS will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

3. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in AHCS's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in AHCS blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

4. Admissions Preference

AHCS will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to AHCS blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

5. Priority of Preferences for Initial Enrollment

a. Selection Hierarchy

Admission preferences for initial enrollment of students in AHCS blended program courses will have the same selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

- i. First priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- ii. Second priority group: siblings of pupils already selected by the lottery or other random method;
- iii. Third priority group: applicants in primary attendance area; and
- iv. Fourth priority group: applicants outside of primary attendance area

b. Attendance Areas

The primary attendance area for students participating in AHCS's blended program courses will be Idaho Falls School District #91 boundaries.

c. Re-enrollment

Once enrolled in AHCS's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. Priority Preferences for Subsequent Enrollment Periods

AHCS will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

- a. First priority group: students returning to AHCS's blended program;
- b. Second priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, and finally: (3) children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;
- c. Third priority group: siblings of pupils already selected by the lottery or other random method;
- d. Fourth priority group: applicants in primary attendance area; and
- e. Fifth priority group: applicants outside of primary attendance area

7. Proposed Attendance List

Each year AHCS will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, or if capacity is insufficient to enroll all prospective blended program students in subsequent school years, then AHCS will determine who will be offered admission to AHCS blended program courses by conducting a fair and equitable lottery selection process.

9. Final Selection List

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

a. Notification and Acceptance Process

- i. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.
- ii. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- iv. If a student withdraws from AHCS blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

10. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective blended program students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.

All prospective blended program students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective blended program students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

11. Amendments

AHCS has the right to amend these blended program admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

D. Secondary Blended Program Offerings, Grades 7-12

In addition to online course offerings by the provider(s) selected by AHCS, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix V).

E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)

1. AHCS blended program secondary students will be expected to attend school in AHCS uniform to participate in the “Above and Beyond” secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.
2. AHCS blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at AHCS are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.
3. AHCS blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

F. Blended Program Offerings, Grades K-6

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, American Heritage Charter School plans to purchase courses that are already created. Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.
2. AHCS K-6 blended program students will be required to attend the weekly “Rise and Shine” ceremony where they (in full dress code compliance) and AHCS full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the “Great Expectations Character Education Program” are reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.
3. AHCS K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran’s Program, Project Rudolph Veteran Support, etc.

G. Class Size

AHCS seeks a maximum enrollment of six, full-time, blended program students in grades K-12 no sooner than fall 2015. Again, the blended program is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

H. Transportation Services

The State Department of Education has determined that a blended program is not eligible for the online transportation reimbursement.”

I. Operating Procedures

Upon approval of the PCSC, AHCS will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to AHCS blended program students. At that time AHCS will start advertising by print and word of mouth the addition of AHCS blended program course offerings. The response will determine in part the method of delivery.

1. Vendors

AHCS will utilize an online vendor with experience in Idaho for the online course portion of its blended program. AHCS is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and AHCS will add the Core Knowledge Sequence for grades K-8 that will be monitored by AHCS’s site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

- a. “Connections” is the most economical provider of a full deal including the teacher. They will allow AHCS to pay monthly for their service and adjust the fee if students drop out of the program. “Connections” also has a reputation for making AYP. If AHCS uses “Connections,” we would need to hire a site coordinator or use one of our current staff.
- b. “K-12” offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. AHCS will hire teachers as needed depending on the delivery method chosen. “K-12” also offers a payment plan spaced over 10 months on a

month-to-month basis to reflect fluctuating enrollment. Again, AHCS will need to hire a site coordinator or use a current staff member.

- c. "IDLA" is the most economical program without a teacher. AHCS would provide the certified teacher under this option.

2. Character Education

We may also incorporate the character education programs currently in use at AHCS, i.e. "Great Expectations", Ron Clark's "Essential 55", "Excellent 11", and James Owens' "Cowboy Ethics." This will be accomplished in part by attendance at the K-6, "Rise and Shine" ceremony or the 7-12, "Above and Beyond" ceremony.

3. Personnel Standards: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, AHCS will sign a contract with a provider and start advertising by print and word of mouth the addition of AHCS blended program courses. The response will determine in part the method of delivery.

The online teachers will be employees of the curriculum provider the first year. These teachers will teach the "core" classes. AHCS certified onsite teachers will teach some electives during the required onsite attendance. AHCS staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything AHCS does at our school, from the uniforms, to the character education, to the rooms themselves. That is why AHCS has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but AHCS needs to see them often to really do a thorough job of "creating patriotic and educated leaders." By the second year of offering blended program courses, AHCS hopes to have its teachers trained to take over "some" of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

AHCS's online teachers will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching. Those standards are:

- a. Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.
- b. Standard #2: Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

- c. Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.
- d. Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
- e. Standard #5: Classroom Motivation and Management Skills - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
- g. Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- h. Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
- i. Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.
- j. Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

4. Proposed Partnerships

None at this time.

5. Financial Statement

See Appendices Q & R

6. ADA (Blended Program Funding and Accountability for Funding)

Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

AHCS will receive ADA based on coursework completion:

- a. Since the classes at AHCS are delivered in trimesters, blended program courses will be delivered in trimester sections.
- b. A trimester equates with three months of our school calendar.
- c. One-third (1/3) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, AHCS receives full ADA seat time. If the student completes 75% of the coursework due each month, AHCS receives 75% of the ADA.
- d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.
- e. ISEE information is uploaded to the State Department of Education monthly.

TAB 10: BUSINESS ARRANGEMENTS, COMMUNITY INVOLVEMENT, SCHOOL CLOSURE

I. Potential or Current Business Arrangements: Ref. IDAPA 08.03.01.401.10

A. Professional Development Agreement with North Valley Academy

See Appendix O

B. Professional-Technical Education Courses Offered In Conjunction With Idaho Falls School District #91

American Heritage Charter School is offering a professional-technical education (PTE) Information Technology program. AHCS is partnering with Idaho Falls School District to offer additional PTE classes.

1. Curriculum

The curriculum is offered under the Agricultural, Business, and Family Consumer Science State of Idaho PTE programs.

2. Transportation

Since the classes AHCS students will be able to utilize are PTE classes, the State of Idaho pays for the busing between Idaho Falls School District #91 and American Heritage Charter School (See Appendix V).

3. Special Education

The needs of students requiring special education services will be met as outlined in Tab 3, Section V, specifically Items 1, 5, 6, 9, and 11e.

4. School Lunch

If needed to save time, AHCS will serve a sack lunch to their students who choose to enroll in Idaho Falls classes.

5. ADA

The ADA being earned at Idaho Falls School District #91 is going to be collected by American Heritage Charter School (or as agreed between the two districts).

C. Educational Programs

See Tab 3

D. Agreement with Individuals/Businesses

See Appendix G

II. Additional Information

A. State Compliance

AHCS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which AHCS is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. visit AHCS;
2. review AHCS's records and data;
3. directly survey AHCS's parents, students, or employees;
4. audit the books of AHCS;
5. pursue other reasonable means of determining accountability for AHCS contract.

III. Plan for Termination: Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of AHCS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and AHCS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against AHCS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by AHCS.

A. Dissolution

Dissolution of AHCS Corporation will be conducted by AHCS's Board and will follow the AHCS Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings.

B. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

C. Transfer of Student Records

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

D. Disposal of Assets

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in AHCS’s Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.” (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the authorizer for distribution.

E. Transfer of Personnel Records to the Employees

Personnel records will be mailed to employees at the address on file upon termination of the charter.

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE

2012 JAN -3 PM 5: 00

ARTICLES OF INCORPORATION

OF

SECRETARY OF STATE
STATE OF IDAHO

AMERICAN HERITAGE CHARTER SCHOOL, INC.

KNOW ALL MEN BY THESE PRESENTS, that the undersigned incorporators being of the age of twenty-one (21) years or more, desiring to organize a corporation under the laws of the State of Idaho, do hereby make, sign and verify these Articles of Incorporation.

ARTICLE I

The official name of the corporation shall be AMERICAN HERITAGE CHARTER SCHOOL, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation." Notwithstanding, the Board of Directors of the Corporation may, by majority vote of all Directors, adopt an unofficial moniker in honor of extraordinary contributions made by a patron, founder, donor, or other benefactor.

ARTICLE II

The Corporation shall not have members and shall exist perpetually, or until dissolved according to law.

ARTICLE III

The Corporation shall be a nonprofit corporation, created and existing under the Idaho Nonprofit Corporate Act, Idaho Code § 30-3-1, et seq. The Corporation shall have all powers lawful and necessary to direct, operate, and maintain a nonprofit, public charter school within the State of Idaho and to deal generally therein. The Corporation is organized and shall be operated solely and exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

IDAHO SECRETARY OF STATE
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ARTICLE IV

The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

ARTICLE V

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

ARTICLE VI

The provisions for the regulation of internal affairs of the Corporation shall be set forth within the Bylaws and the Charter.

ARTICLE VII

The address of the initial registered office of the Corporation shall be 1240 S 35th W, Idaho Falls, Idaho 83401. The name of the initial registered agent at such address shall be DEBRA A. INFANGER.

ARTICLE VIII

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3) nor more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be seven (7) and the names and addresses of the persons who shall serve as directors until their successors are elected and shall qualify are:

Name	Address
Debra A. Infanger	1240 S 35 th W, Idaho Falls, Idaho 83402

James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Batt	9478 Garden Grove Lane, Idaho Falls, Idaho 83401
Tappia F. Infanger	1818 Castelli Drive, Ammon, Idaho 83406
Sara Schofield	8044 N 5th W, Idaho Falls, Idaho 83401
Matthew Trent VanderSloot	2121 N. 55 th West, Idaho Falls, Idaho 83402
Gayle Yakovac-DeSmet	1386 S 2100 E Gooding, Idaho 83330

ARTICLE IX

The names and addresses of the incorporators are:

Name	Address
Debra A. Infanger	1240 S 35 th W, Idaho Falls, Idaho 83402
Frank L. VanderSloot	5017 W. 33 rd North, Idaho Falls, Idaho 83402
Belinda VanderSloot	5017 W. 33 rd North, Idaho Falls, Idaho 83402
James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Infanger	1240 S 35 th W, Idaho Falls, Idaho 83402
Ray Infanger	1818 Castelli Dr., Ammon, Idaho 83401

ARTICLE X

The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, but only upon the majority vote of all Directors.

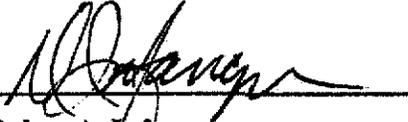
ARTICLE XI

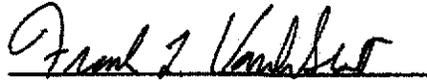
Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to the Authorized Chartering Entity as defined by Idaho law, in accordance with the requirements of Idaho Code and the Idaho administrative rules governing Public Charter Schools, and in full compliance with Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal offices of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

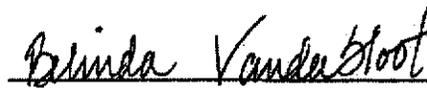
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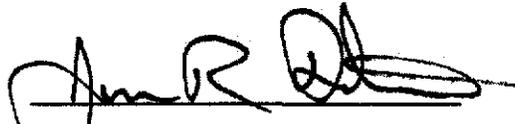
DATED this 28th day of December 2011.

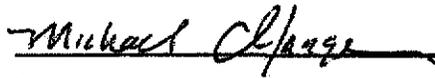
INCORPORATORS

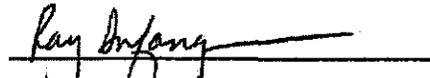

Debra A. Infanger


Frank L. VanderSloot


Belinda VanderSloot


James R. Dalton


Michael D. Infanger


Ray Infanger

HONORARY INCORPORATOR

Brian Frank VanderSloot
In Memoriam

**AMENDED AND RESTATED
BYLAWS**

OF

AMERICAN HERITAGE CHARTER SCHOOL, INC.

KNOW ALL MEN BY THESE PRESENTS: that *AMERICAN HERITAGE CHARTER SCHOOL, INC.* (hereinafter the “Corporation”), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt these Amended and Restated Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Bonneville, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as “Board,” may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers.

The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.

The number of Directors shall be seven (7), but upon a vacancy occurring in the Board, the remaining Directors may, by the affirmative vote of a majority of the remaining directors and without amending these Bylaws, determine that no replacement be elected and qualified, provided that the Board shall at all times consist of not less than five (5) nor more than seven (7) Directors, not less than two (2) of whom shall be parents of students enrolled at American Heritage Charter School (“parent-Directors”). Following the resignation or completion of the Initial Term for any initial Director and after the Parent-Faculty Association (“PFA”) has been established as provided under Article IV of these Bylaws, the PFA shall elect, by plurality vote of its members casting votes, a parent-Director. Thereafter, any vacancy in the Seat elected by the PFA shall be filled only by election of the PFA. It is the intention that there always be not less than two (2) Directors who are also parents of enrolled students, with one (1) parent-Director always elected by the PFA, and not less than one (1) parent-Director appointed by the affirmative vote of a majority of the remaining Directors. All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term

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of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of four terms, or twelve (12) years, whichever is longer.

SECTION 3. Regular Meetings.

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of July, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343. (Idaho Open Meeting Law).

SECTION 4. Special Meetings.

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the Board may fix any site within Bonneville County, Idaho, as the place for holding any special meeting of the Board called by them.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law, including but not limited to Idaho Code § 67-2343 (Idaho Open Meeting Law). Notice of any special meeting of the Board shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. Quorum.

Three (3) Directors present at any meeting of the Board shall constitute a quorum for the transaction of business; but if less than three (3) Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

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SECTION 8. Order Of Business.

At meetings of the Board, business shall be transacted in such order as from time to time the Board may, by resolution, determine. At all meetings of the Board, the Chairman, or, in his absence, the Vice Chairman, or, in the absence of both, a member of the Board to be selected by the members present, shall preside. The Secretary of the Corporation shall act as Secretary at all meetings of the Board, and in case of his absence, the Chairman of the meeting may designate any person to act as Secretary.

SECTION 9. Vacancies.

Any vacancy occurring in the Board, and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board, provided that not less than two (2) Directors shall be parent-Directors, with one (1) parent-Director always elected by the PFA, and not less than one (1) parent-Director appointed by the affirmative vote of a majority of the remaining Directors. A Director elected or appointed to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. Compensation.

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

SECTION 11. Initial Terms.

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

Gayle Yakovac-DeSmet	(Seat One)	1 year
Michael D. Batt	(Seat Two)	1 year
Debra A Infanger	(Seat Three)	2 years
Matthew Trent VanderSloot	(Seat Four)	2 years
Tappia F. Infanger	(Seat Five)	3 years
James R. Dalton	(Seat Six)	3 years
Sara Schofield	(Seat Seven)	3 years

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more

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offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by majority vote of the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

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

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

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

SECTION 7. Treasurer.

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or to her depositories as shall be selected in accordance with the provisions of Article VI of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chairman or by the Board. If required by the Board, the Treasurer shall

give bond for the faithful performance of his duties in such sum as the Board of directors may require.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty shall be members of the PFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

SECTION 2. Other Committees.

The Board may from time to time appoint such standing or special committees as, in their judgment, may be deemed expedient, and refer to any such committee or committees any corporate matter, with or without power to act, and subject to such limitations as may be prescribed by the Board. In the event any matter be referred to any such committee with power to act, the reference shall be made by resolution entered of record in the Minutes of the meeting making such reference, and such power shall continue until revoked by the Board.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

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

Appendix C: Amended and Restated Bylaws

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

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

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES

SECTION 1. Indemnification.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation) by reason of the fact that such Director is or was a Director of this Corporation, against expenses, judgments, fines and settlements actually and reasonably incurred in connection with such proceeding.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or

Appendix C: Amended and Restated Bylaws

otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

A Director will only be indemnified under this Article VIII if:

- (a) The Director has disclosed to the Board of Director all other materials activities and relationships, other than professional, confidential relationships, relating or similar to those of this Corporation, and the decisions, policies or resolutions giving rise to or creating the need for indemnification;
- (b) All past, present or potential conflicts of interest between the Director and this Corporation relating to the transaction for which indemnification is sought; and
- (c) The Director has provided or disclosed to the Board all information known to the Director regarding the policy, decision, resolutions or transactions for which indemnification is sought. This includes all information obtained by the Director after the transaction occurred or after adoption of the policy, decision or resolution.

SECTION 2. Continuity of Protection.

The indemnification provided by this Article shall not be deemed exclusive and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

SECTION 3. Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation has the authority or obligation to indemnify him against such liability under the provisions of this Article.

ARTICLE IX: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words "Corporate Seal" and "Idaho". The Seal shall be in charge of the Secretary.

ARTICLE X: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

Appendix C: Amended and Restated Bylaws

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **AMERICAN HERITAGE CHARTER SCHOOL, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said corporation, on the 3rd day of July, 2012, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 3rd day of July, 2012.


Debra A. Infanger
Director/Chairman


James R. Dalton
Director/Vice-Chairman


Sara Schofield
Director/Secretary


Michael D. Batt
Director/Treasurer


Tappia F. Infanger
Director


Matthew Trent VanderSloot
Director


Gayle Yakovac-DeSmet
Director

Appendix C: Amended and Restated Bylaws

STATE OF IDAHO)
 SS:
County of Bonneville)

I, SARA SCHOFIELD, the duly and regularly elected, qualified, and acting Secretary of **AMERICAN HERITAGE CHARTER SCHOOL, INC.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held on the 3rd day of November, 2012.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of July, 2012.

Sara Schofield
Secretary of the Corporation

Appendix D: Signatures and Proof of Qualifications of Electors

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: NOV. 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 12 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # I-001
Charter School

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

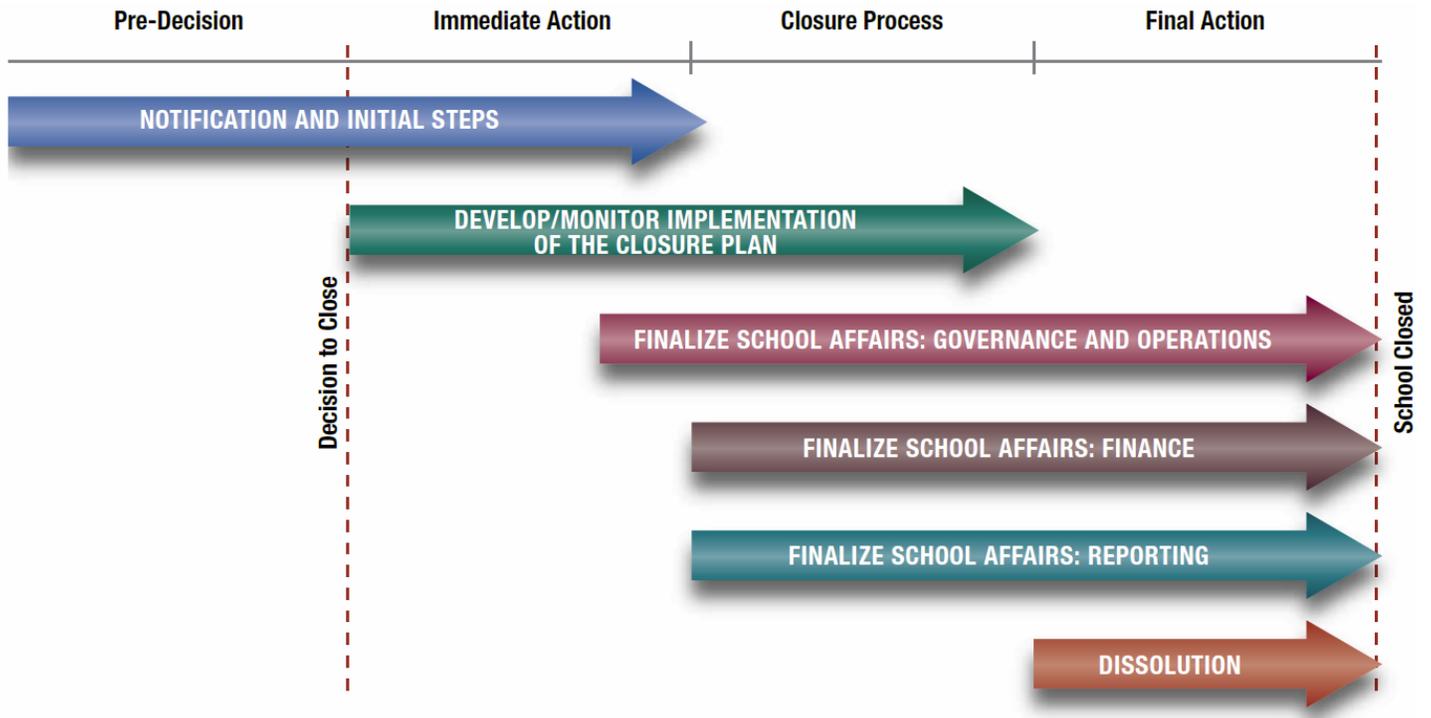
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 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. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
<p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
<p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho STEM Academy DBA Bingham Academy, commonly referred to as Bingham Academy (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 11, 2013, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2014; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.
- B. Grades Served.** The School may serve students in grades nine through twelve.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Bingham Academy will provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school.
 - Bingham Academy will provide and encourage extensive participation in Tech Prep coursework leading toward college credits and professional/technical careers.
 - Bingham Academy will provide and encourage extensive participation in STEM coursework approved by “the STEM academy” leading toward credits provided by their partner colleges
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s

outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 400. The maximum number of students who may be enrolled per grade level shall be 100. In Year One of operations, the school will offer grades 9 and 10, and will enroll no more than 120 students, with no more than 70 students per grade. Enrollment will grow by no more than 80 new students per year, as the school adds up to one new grade level per year. The complete program will offer grades 9-12 with an overall enrollment cap of 400 students and a per-grade enrollment cap of 100 students.

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

D. School Facilities. 1350 Parkway Drive, Suites 14-19, Blackfoot, ID 83221 (mailing address: Suite 18). The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Blackfoot, Snake River, and Firth School Districts.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.

- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Bingham Academy School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2019, BA will obtain STEM certification, either as a program or as a school, at the sustaining level. Such certification shall be maintained at the sustaining level throughout the remainder of the performance certificate term.
2. By June 30, 2020, BA's ISAT math proficiency rate will be at least thirty percent (30%). This condition is based upon a rate of increase sufficient to promote the school's ability to meet or exceed the state's average ISAT math proficiency rate by the end of the next performance certificate term (June 30, 2022). Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
3. While BA increases math proficiency, BA will maintain ISAT ELA and ISAT science proficiency rates comparable to, or better than, the state averages. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not BA agrees to fulfill the specific conditions above, BA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Bingham Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.		
Key Design Elements	<p>Bingham Academy will provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school.</p> <p>Bingham Academy will provide and encourage extensive participation in Tech Prep coursework leading toward college credits and professional/technical careers.</p> <p>Bingham Academy will provide and encourage extensive participation in STEM coursework approved by “the STEM academy” leading toward credits provided by their partner colleges</p>		
School Location	1350 Parkway #18 Blackfoot ID 83221	School Phone	(208) 557-4003
Surrounding District	Blackfoot School District		
Opening Year	2014		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	9 to 12		
Enrollment (Approved)	400	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

Bingham Academy has opted out of having Mission Specific Goals.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC 9-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do math proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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		0																		
<p>Measure 2b</p> <p>ELA Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do ELA proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	26-50	0																		
	0-25	0																		
		0																		
Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>																			
Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>																			
Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind. That is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
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		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>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 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance 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.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	15																
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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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		0															
Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	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 statute 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	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

To Begin 2013-2014

Bingham Academy

Available to all Idaho students with a primary attendance area consisting of Blackfoot, Snake River and Firth School Districts

Presented to

Idaho Public Charter School Commission

December 31, 2012

[this revision received by the PCSC via e-mail on 3-25-13]

Bingham Academy

17 N 550 West

Blackfoot, Idaho, 83221

Contact Person:

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT

ARTICLES OF INCORPORATION/DBA

See Appendix A.

BYLAWS

Bylaws Idaho STEM Academy, Inc. doing business as Bingham Academy, an Idaho Non-profit Corporation and Public Charter School

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation’s principle office shall be fixed and located in the County of Bingham, State of Idaho as the Board of Directors (“Board”) shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Bingham, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) A corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

- (a) Upon charter authorization, the founding board will transition to a governing board. A general meeting of founders and current stakeholders will be convened within 10 working days of official authorization date wherein those present will nominate and elect officers as outlined in Section 6.1 of the Bylaws. A founder is defined as any person, including employees or staff of a public charter school, who makes a material contribution to the establishment of the school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors and in accordance with I.C. 33-5202A. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Founders are recognized by de facto involvement as defined herein. Additional Directors, that is, more than the initial 5 may be added, but not to exceed 7, at the discretion of the current Directors, as established with a two-thirds majority vote.
- (b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below:
 - i. All Board of Directors applicants will be required to submit a letter of interest and resume.

- ii. Board of Directors applicants will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
- iii. This screening committee will then nominate to the School Board of Directors, candidates for each open position.
- iv. No more than three candidates per position shall be nominated.
- v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; a legal guardian of a child attending the school; staff members or employees of Bingham Academy; Bingham Academy board members and founders of the charter school that signed the charter petition. Each parent or guardian may vote, but no more than 1 vote will be allowed per family.
- vi. Bingham Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
- vii. The time, date and location of all elections will be advertised by Bingham Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots must be received by 5:00 p.m. of the day on which the board will receive the tabulated voting results from the third party counters. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school, staff members or employees of Bingham Academy, board members and founders of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year. Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation, one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Initial Terms

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

- (Seat One) - 1 year
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, has failed to attend three (3) consecutive meetings during any fiscal year, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by petition signed by at least 20 Stakeholders. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Resumes of potential directors will be solicited from the stakeholders and the community. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business. The board may not continue to transact business or vote if a quorum is not present.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers will be held as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

Section 5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open Meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Any special meeting of the Board shall be given at least 24 hours' notice for the meeting and agenda previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publicly in two locations.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, the order of business shall be as follows:

- (a) Call meeting to order.
- (b) Proof of notice of meeting and determination of quorum.
- (c) Reading of minutes of previous meeting.
- (d) Reports of officers and Directors.
- (e) Reports of committees.
- (f) Unfinished business.

- (g) New business.
- (h) Public input.
- (i) Executive session (if needed)
- (j) **Adjournment.**

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by majority vote of the Board each year at the annual meeting and serve a one (1) year term. If mid-term officer elections become necessary, the same process will be followed.

Section 6.2 Chairman of the Board

The Chairman of the Board has general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall

distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis. Any office filled in such manner will serve the remainder of the existing term.

ARTICLE 7 DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure

appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

ARTICLE 8 FISCAL AFFAIRS

Section 8.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 9 NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given in accordance with section 67-2343 Idaho Open Meeting Law.

Section 9.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the authorizing chartering entity.

ARTICLE 11 AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board and contingent on the approval of the chartering entity, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found. Amendments made to the bylaws must be approved by the authorized chartering entity before they take effect.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix B

SIGNATURES OF QUALIFIED ELECTORS

See Appendix C

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix D

IRS 501(c)(3) DESIGNATION

See Appendix E

Mission Statement

The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Vision Statement

Bingham Academy will emphasize opportunities for high school students to earn both secondary and postsecondary credit during their high school years. Whether they choose a traditional university, a professional-technical school, or other specialized postsecondary training, the focus will be to maximize each individual's high school experience toward postsecondary education.

Each student will come to understand that high school is a preliminary step and that postsecondary education is essential to career success. Bingham Academy will provide a safe and supportive environment where each student can optimize learning.

TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

Bingham Academy will serve the community and students by offering an educational choice currently not available. There are over 400 charter school students in grades K-8. A great many of the charter parents see a powerful need for and want a choice beyond eighth grade. Other community members also support the need for charter education as evidenced by the fact that only 31% of the students in the community's current charter middle school (grades 6-8) were students in the charter elementary school.

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy will offer a unique opportunity for students to maximize postsecondary credit opportunities. The school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

Bingham Academy instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

Physical Facilities

Bingham Academy recognizes the need to provide adequate and safe facilities without burdensome fiscal commitments. Bingham Academy has developed three options to meet its initial facility needs.

Primary Facility Plan

The primary facility plan option consists of purchasing modular insulated panel units from Diverse Services Group (DSG) on a seven year contract. Total cost is listed in Appendix F. These units can be converted into the Bingham Academy permanent building. The initial units to operate the school for the first year consists of 6 classroom units, each 28' x 32'; 1 administrative unit, 10' x 30' and 1 bath unit, 12' x 30' (boys and girls unit). Additional units will be added until the school population reaches a total of 400 students.

These modular units will be located on property leased from the Idaho Science and Technology Charter School. A Letter of Intent from ISTCS is included in Appendix F. This location includes the infrastructure plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. This lease includes grounds maintenance and snow removal as listed in the Letter of Intent. Set up costs, as detailed in the budget, include building, sewer and electrical permits. The vendor will ensure that all modular units meet all local and state regulations for schools. A visual of the proposed site is found in Appendix G.

Secondary Facility Plan

Bingham Academy's secondary facilities plan includes two elements: 1) leasing modular classrooms and offices from Design Space Modular Buildings; 2) leasing land from Mr. Warren A. Hahne. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of five modular classrooms (three are double classrooms in one unit) on a year-to-year lease basis. Appendix H contains the Design Space estimates.

A letter of intent to lease land from Mr. Hahne is included in Appendix H. The Set up costs include building, sewer and electrical permits. The vendor would ensure that all modular units meet all local and state permits, regulations and inspection for schools.

Based on the estimates provided by the vendors, Option 2 would cost \$2,935.00 more than Option 1 for the initial year. In the event that BA's enrollment grows beyond the anticipated 100, the Best Case budget projections include additional facility costs. Facility costs for the worst case scenario remain the same as the most likely case.

Tertiary Facility Plan

Appendix I contains a Letter of Intent from the Woodbury Corporation for Bingham Academy to lease 16,000 square feet in the Riverside Plaza. This space formerly housed Bradbury College Outreach classrooms, the Blackfoot Book Store, and the Twin Theatre. It would provide space for 9 classrooms, offices, restrooms, a small auditorium, and a small gymnasium. A copy of the existing floor plan is included in Appendix I, as well as a visual of the mall.

Randy Woodbury (CEO and Owner) has been involved with retrofitting other similar facilities for Charter School use. He understands how charter school are funded and has indicated that if BA moves ahead with this option, they will structure a flexible lease payment plan tied directly to student enrollment numbers.

Prior to the start of school, facilities will be inspected to ensure compliance with Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Attendance Area

The primary attendance area includes Blackfoot, Snake River, and Firth School Districts. A map of the attendance area is documented in Appendix J. These students will be given priority as designated in Idaho Code Section 33-5205(3) (j), however, students from other areas may be

enrolled. Interest has been expressed by residents in all of these areas. A survey of area families indicates there is sufficient interest to meet the initial enrollment levels. See Appendix K. Bingham Academy will endeavor to maintain small class sizes, with no more than 30 students per class.

Potential Impact on the School Districts

BA's potential impact on surrounding school districts uses the survey of area families (Appendix K) to calculate that 60% of BA's first year enrollment is projected to come from current Idaho Science and Technology Charter School students; consequently these students do not represent an enrollment decrease to surrounding school districts. The remaining 40% (or 40 students) are projected as follows: 72.5% (29) from Blackfoot School District; 22.5% (9) from Snake River School District; 5% (2) from Firth School District.

At capacity, the total enrollment cap for Bingham Academy is 400 students with a cap of 100 students/grade level. It is recognized that few older students would be attracted to the school for the first years; consequently, the initial year budget is projected on a student population of approximately 100 students in grades 9 and 10. Once again, based on the most current Survey of Attendance Area Families (Appendix K) BA's first year enrollment is projected to be 60% ninth grade and 40% tenth grade. Grade 11 will be added the next year, followed by grade 12 the succeeding year.

Currently there are approximately 2,121 students in grades 9-12 within the Bingham Academy primary attendance area. When filled to capacity, Bingham Academy's goal is to enroll approximately 20% of this population.

Bingham Academy will benefit students, families and the community. Student benefits are smaller classroom size, more diverse educational opportunities, and increased innovation in teaching and greater accountability for the school to retain them. Family benefits are increased parent involvement in the education of their student, higher potential their student will graduate from high school and attend post-secondary institutions and school choice. Community benefits of Bingham Academy include the ability of Bingham Academy to focus on a STEM curriculum that reflects the needs of the local industries, competition with local schools that translates into a better education for all students and more educational opportunities for all students through collaborative efforts of local schools.

The attendance areas for Bingham Academy and Chief Taghee Elementary Academy overlap for the Blackfoot School District #55. Chief Taghee Elementary Academy will enroll elementary school students and Bingham Academy will enroll high school students. These student populations are mutually exclusive. Establishing BA in the Blackfoot School District will primarily impact students of high school age in that district. Much of that impact is alleviated by the fact that 60% of the students to enroll at BA will be transfer students from the Idaho Science and Technology Charter School.

Bingham Academy will not rely on adjacent school districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs. Bingham Academy will partner with the other charter schools in the area to provide these services in the most economically conservative way possible.

Administrative Services

Administrative services for the school will be provided by the school's Chief Administrator, who will serve as both the building level principal and LEA administrator. A description of the Chief Administrator's responsibilities is included in Appendix L. A full-time secretary to handle paperwork and required reporting and a part-time business manager will take care of the school's fiscal affairs. Appendices V and W contains a detailed budget that demonstrates how all employee costs will be covered.

Day-to-Day Operations

The Chief Administrator will determine the day-to-day operations of Bingham Academy.

Civil Liability

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Insurance Coverage

Bingham Academy will procure and maintain insurance on its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.

Proof of insurance will be given to the Public Charter School Commission each time it is renewed to maintain continuous coverage. Bingham Academy will provide a list of all other types and amounts of insurance required prior to the opening of the school.

TAB 3: EDUCATIONAL PROGRAM AND GOALS

Educational Program

The Bingham Academy educational program focuses on preparing all students for their future by first graduating from high school and second improving their college and career readiness. BA provides the opportunity and encouragement for students to earn post-secondary credit through concurrent/dual credit enrollment, tech prep, and through a pre-engineering STEM education program. These work synergistically to prepare students for their future.

Dual Enrollment

The intended outcome of all dual enrollment programs is to provide high school students with the opportunity to pursue college-level coursework while still in high school. It is also a way to smooth the transition to college for students traditionally underrepresented in higher education. Many scholars and practitioners are coming to believe that high school students who have the opportunity to participate in college courses are more likely to enroll in college and succeed once there. Dual enrollment has multiple purposes. These include the following:

- Advanced academic options for high-achieving students. Dual enrollment programs were originally developed to provide high-achieving students with academically rigorous courses beyond those offered at the secondary level. Sometimes, this was viewed as a way for them to make better use of the senior year of high school. This continues to be the central purpose of dual enrollment locally and nationally.
- Preparing a skilled workforce for the 21st century. An increasing number of policymakers, educators and researchers are promoting dual enrollment as an avenue for building a workforce with the knowledge and skills needed for the emerging globalized economy. With almost 80% of the nation's fastest-growing jobs requiring some postsecondary education, there is a growing recognition that a college education is necessary to prepare a workforce for the present and future economic realities. Dual enrollment is viewed as an important mechanism for encouraging students to enter college and meet the needs of the emerging job market.

Tech Prep

This program receives significant federal funding to focus on preparing high school students interested in preparing for professional/technical careers to earn college credit by aligning high school courses with entry-level college courses. Many Tech Prep students enter postsecondary education with one or more years completed toward an Associate Degree. Often they also have completed important industry-related certification.

- Include both academic and technical courses of study.
- Focus on preparing students to transition seamlessly to post-secondary education.
- Promote post-secondary education so Tech Prep students graduate with in-demand technical and marketable skills.

STEM

Educationally, STEM instruction is viewed as a tool to successfully accomplish all learning goals. Additionally, as a field of study, STEM looks for highly proficient students and tries to increase their interest in these fields so that we develop the innovators of the future. Our goal is to get them through high school prepared for rigorous college coursework so they can become the leaders of tomorrow's industry. Educationally we see STEM as a very specialized, high-tech field we are grooming our students to join. Industry, on the other hand, has a very unique view.

STEM from the workforce perspective is significantly different and more about grooming workers with 21st-century skills who are ready to jump right in. When teachers think about technology, we envision computers, touchscreens, and digital data-collection tools. Technology in industry is about thinking outside the box and using materials to solve problems. Scissors were once considered a form of technology, and for industrial purposes, they really are. They were created to solve a problem: how to cut something more precisely. Problem-solving and developing quick and cost-effective solutions on the go are what industry is seeking in the next-generation workforce.

Biochemistry, engineering, computer programming, and emerging technologies are just a small sliver of what the STEM workforce needs. These positions require the most skills, and we need to continue developing students for these specialized fields, but we cannot forget the larger segment of industry that relies on STEM. Construction, transportation, and even the hospitality industry rely on a STEM-developed workforce. Whether it's understanding how an engine works, or plotting trucking routes, the advanced level of technical knowledge and problem-solving capability needed for these positions have become obstacles that did not previously exist. Industries view career and technical education as a key piece of STEM education. Students must be prepared for any path they choose in life, whether it is directly into a STEM career or studying a specialized STEM field in college.

The educational program at Bingham Academy is about preparing all students for their future.

Thoroughness Standards (Idaho Code 33-1612)

Bingham Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It will establish a thorough system of instruction that will fully address the following standards:

Standard a: A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Students have the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

Objectives: Bingham Academy will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, ensuring the school is drug-free, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b: Educators are empowered to maintain classroom discipline.

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

Objectives: Bingham Academy will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Bingham Academy will:

- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
- Provide character education as an integrated part of the curriculum
- Provide opportunities for community service and service learning

Standard d: The skills necessary to communicate effectively are taught.

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

Objectives: Bingham Academy will:

- Emphasize meaningful language experience in literature, writing, and spelling, enhanced by dramatization and speech.
- Provide a technology-rich environment that enhances communication. A technology-rich environment is defined as an environment well equipped with computer hardware, software, electronic whiteboards and rich digital and online curricular resources. In a technology-rich learning environment interactive learning, higher level thinking skills, and student engagement are pervasive, whether students are learning math, science, reading, or history. Digital cameras, interactive white boards, robust courseware, digital content, and computers provide students with opportunities to collaborate and connect to the rich and relevant content that might not usually be available. Using technology tools enables teachers to develop personalized learning plans for students of varying learning abilities. The needs of the gifted student are met as well as those of the slower learner without affecting the progress of any student or group. In a technology-rich environment students are likely to spend up to 45-55% of their time using some form of technology.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. In the event Bingham Academy is unable to fill positions based on FTE projections, BA will utilize one of the distant learning academies or college/universities to meet these needs in a facilitated lab or independently.

Standard e: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided.

Goal: Offer a thorough, dynamic, and interactive academic program where pacing is driven by student capabilities and opportunities for postsecondary credit are maximized for each individual. Students must be well grounded in the basics such as reading, writing, and social studies, with an overarching emphasis on science, technology, engineering, and mathematics (STEM).

Objectives: Bingham Academy will:

- Develop relationships with multiple universities and colleges to offer a broad range of concurrent and/or dual enrollment opportunities for students.
- As provided in the budget projections, Appendices S and T, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary courses. Initially one computer lab augmented with SDE-supplied laptops will be established. A second lab will be established in the second year of operation. This will provide a ratio of 1:2 to 1:1 computers per student.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, Bingham Academy will use methods of instruction that employ technology and prepare students for successful careers. This also includes a strong emphasis on real-life experience

and hands-on experimentation. It will be important for the school to access and integrate resources such as the INL and other local industries into classroom and field instruction.

- Field trips and career development will be used to expose students to a wide range of career options.

Standard f: The skills necessary for the students to enter the work force are taught.

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

Objectives: Bingham Academy will:

- Provide a strong foundation in core subjects such as English and History, with strong programs in science, technology, engineering and mathematics.
- Provide a technology-rich environment that supports and encourages the effective use of resources to pursue both secondary and postsecondary educational opportunities.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g: The students are introduced to current technology.

Goal: Provide students with tools such as computers, scientific equipment, and networks linked to local and worldwide resources.

Objectives: Bingham Academy will:

- Develop and maintain labs of computers with full-time facilitators that provide online access to colleges and universities across the nation and beyond.
- Ensure students use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Ensure students use computer networks and the internet as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

Standard h: The importance of students acquiring the skills to enable them to be responsible

citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Through its service learning program, Bingham Academy will:

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

Bingham Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects its expanded resources. A strong emphasis is placed on hard work, responsibility, honesty, and respect. This helps to create an environment that allows peace of mind and maximizes learning potential.

Defining an Educated Person

An educated student is one who is prepared for a successful future where technology and science are an integral part of every career. This requires a solid academic core, an in-depth knowledge of modern technologies, and productive work habits. In addition, individuals need the ability to accept responsibility, work cooperatively with a team, and the ability to solve complex problems.

Bingham Academy believes that high school can serve a much more productive role in preparing individuals to become a truly educated person.

When Learning Best Occurs

Bingham Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. Bingham Academy's core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world
- students actively engage in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable
- learners work both individually and as responsible members of a group
- Students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students

- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

Bingham Academy is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate.

Instructional Methods

Bingham Academy instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

After Bingham Academy is authorized and funded, the school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

BA has contacted High School/Concurrent Credit Coordinators for the surrounding colleges and universities, as well as the Engineering Academy 101 to discuss BA's college credit options. College and universities through which students can earn college credit for Engineering Academy 101 courses include: Purdue University, the United States Academy at West Point, University of Wisconsin, Massachusetts Institute Technology and the United States Naval Academy. Each has expressed full willingness to work with us. Any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs, will be the responsibility of the family if a student takes courses eligible for dual credit.

Bingham Academy classrooms will employ a multiplicity of methods to ensure student learning. These methods include the following:

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The charter school utilizes computer and other technology-based learning to increase the efficiency of this method and to provide the opportunity for everything from rote drill to complex analysis and problem solving.
- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall

and possession of the information.

- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. This method emphasizes learning, the democratic way of thinking, training in reflective thinking and training in self-expression.

Professional development is a critical component of the Bingham Academy program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. Bingham Academy professional development will occur through the following:

- hiring teachers as early as possible and begin pre-service training organized by administrative personnel and covering the unique aspects of BA's emphasis
- extensive teacher mentoring (see next bullet)
- a four day student week, with every Friday set aside for targeted professional development
- teams of teachers who work cooperatively and are provided structured team planning, mentoring, and professional development time
- Opportunities for teachers to observe and work directly in the classroom with other teachers.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's goal to Produce students who possess the academic skills and personal habits needed for success in the 21st century. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards section of this petition. All course work will be available for high school credit. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy students will:

- be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- participate in a well-defined career exploration and preparation program
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- develop well defined oral and written skills
- develop their aesthetic talents in areas such as music, visual, and/or performance arts
- participate in a comprehensive program of community service that teaches responsible citizenship both locally and beyond

Bingham Academy recognizes that true education means students acquire knowledge and

develop skills. This knowledge and these skills enable them to become proficient practitioners and establish a foundation for advanced study and career options.

The Bingham Academy curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, mathematics, pre-medical and pre-engineering options. The Idaho State Board of Education's Thoroughness Standards serve as the starting point. Traditional core curriculum areas such as language, arts and social studies remain vital. They are augmented by music, art, career, health, physical, and professional-technical education.

Bingham Academy will establish a pre-engineering curriculum the first year and seek to establish a pre-medical professions curriculum no later than the third year. For each of these, qualified teachers will be hired as described in TAB 6.

Classrooms and computer labs provide the space and technology for these curricula. In the initial start-up year there is one computer lab with 24 computers with software and associated equipment. These facilities may be augmented with laptops provided by the SDE as part of the Students Come First Plan. A second computer lab will be added the second year of operation. The cost of the initial computer lab was determined by the IT specialist for ISTCS and is documented in Appendix M. Instructors and facilitators will be recruited through regional university teacher career fairs, university career centers and advertising on the school website, the state SDE website and through local newspapers. Hiring preference will be given to those applicants with more than one endorsement. Teachers hired as instructors of the Academy 101 curriculum will receive on-site training and earn 3 graduate school credits through the University of Wisconsin. Bingham Academy will need to hire facilitators and instructors early and train them due to the unique nature of their responsibilities. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. The primary forum for training faculty will be the Friday staff development meetings.

STEM Education: The goal is to develop a STEM literate student citizenry with open ended problem solving capacity while improving student growth, closing achievement gaps, decreasing dropout rates, increasing graduation rates, and improving teacher and principal effectiveness. STEM education involves more than education in the separate fields of science and math. STEM involves curriculum that integrates rigorous project-based content from science, technology, engineering, and mathematics, within the context of designing solutions to real-world problems, especially those at the local level where communities can be positively affected. STEM students will conduct scientific experiments, gather and analyze data, draw and communicate conclusions, develop and evaluate prototypes, and think critically. Integrated STEM education is a very effective way to engage students in higher order critical thinking and problem solving skills by placing rigorous mathematics and science in the context of technology and engineering. STEM education at Bingham Academy includes the modules from the Academy 101 Foundation Course (Appendix DD) and the courses offered through dual enrollment at Idaho's colleges and universities (Appendix CC).

The STEM Academy 101 program includes an intensive 3-day orientation and training program for teachers and administration. Participants will learn the STEM pedagogy, best practices for curriculum delivery, course sequencing, career pathways, and how to manage student outcome

data. (See Budget for curriculum costs and professional development for teachers and administration, Appendix W and X).

Modules of the Foundation Course schedule represent the recommended curricular content foundation required to deploy a true STEM academic model with the capacity to empower an entire school with the resources to integrate an interconnected or multidisciplinary approach to STEM. Courses feature learning activities based upon STEM principles which challenge students to develop critical thinking and problem solving capacity. The real world learning activities utilize resources demanded by industry today and tomorrow. Students will explore aerodynamics, aeronautics, alternative energy, architecture, biotechnology, electronics, engineering, material science, robotics and sustainability. Modules within the foundation course are described in Appendix DD.

Language Arts (English and Foreign): The goal is to develop learners who are effective communicators, who enjoy literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical and expository writing. Communication skills include speaking, writing, and presentation skills. The innovative teaching methods will expand to include modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software. These technological tools will be limited the first year and expanded as funds become available the second and third years. In addition to high school credit in each of the Language Arts and foreign language areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Speech, English Composition, Introduction to Literature, Elementary French, Elementary German and Elementary Spanish.

Science and Health: The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in each of the Science and Health areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Concepts in Biology, General Biology I and II, Environmental Science, Anatomy and Physiology, and General Chemistry.

Mathematics: Students will master computation processes and proceed into algebra and/or geometry as individual ability dictates. Exploring, conjecturing, and thinking concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways. Bingham Academy’s emphasis on math will differ from traditional schools through its focus on specialized curriculum (Academy 101) and postsecondary ties early in the high school years (See

Appendix N). Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in Mathematics, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Calculus I and II, Introduction to Statistics, Applied Statistics and General Physics I and II.

Social Studies and Community Service: The curriculum will include the basic elements of history, government, geography, economics, sociology and citizenship with a focus on local, state, national, and world history. In addition, there will be a strong emphasis on community service in Grades 9 through 12. Bingham Academy will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. In addition to high school credit in each of the Social Studies and Community Service areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Foundations of European History and US History.

Career Education: Through the Idaho Career Information System (CIS) BA will provide direct access to the vast array of career opportunities available in today's world. Additionally, individuals will work to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. This will be accomplished through administering aptitude and interest survey throughout the high school years, along with career counseling and internships. Individuals will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.

Technology Education: Students will gain a strong understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us as an integrated part of each classroom and its pre-engineering program. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software as well as the traditional computer lab and SDE supplied student laptop will be available to students to enhance the integration of technology into the classroom. Bingham Academy will provide our learners with technology skills that prepare them for future employment. Bingham Academy will comply with all requirements set forth in the Children's Internet Protection Act.

Professional-Technical Education: Bingham Academy will offer strong and effective programs to prepare students who are interested in engineering and health professions careers. These programs will accelerate learning opportunities through dual and online postsecondary coursework as previously described. Programs available to Bingham Academy through the Eastern Idaho Professional Technical High School are documented in Appendix N. Costs for local PTE programs for students to attend are approximately \$1000.00/year through a consortium. BA will bear these consortium costs.

Curriculum Development and Approval

Bingham Academy recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation curriculum will be fully aligned with the Thoroughness

Standards as documented under Tab 3. As the state of Idaho implements the Common Core State Standards over the next 3 years, Bingham Academy will use these standards to guide its curriculum implementation. Bingham Academy will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Chief Administrator to include written goals.

Textbooks and Curriculum

Bingham Academy will follow the Common Core State Standards. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the Chief Administrator, teachers, and parents. Textbooks will be approved by the State Department of Education.

Educational Programs and Services

Means for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or other non-employee contracted private professionals.

How Special Education and Other Special Needs Will Be Met

Bingham Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. Bingham Academy follows the requirements of IDEA, the State of Idaho, and all other federal and state mandates regarding special needs students.

Bingham Academy will adhere to *The Idaho Special Education Manual*, and will adopt and implement all special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

Bingham Academy budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and other services as requirements in IDEA and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2012-2013 school year.

Bingham Academy will conduct a yearly Child Find activity. This will include a three step process leading to the determination of whether or not a student requires special education services.

This process will follow the procedure outlined in the Idaho Special Education Manual and will focus on:

- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. Ensuring that staff and the school's constituents are informed of the availability of special education services
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

Nondiscriminatory enrollment procedures

Bingham Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this petition, is consistent with the mission of Bingham Academy and civil rights requirements.

LRE Requirements

Bingham Academy will provide special education and related services to eligible Bingham Academy students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as Bingham Academy. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

If an IEP team determines that a student's academic needs cannot be met on site, the school will contract with another agency to provide those services. The school will, however, continue to monitor student progress.

Regardless of transportation services for other students, Bingham Academy will also provide transportation services to those students whose IEP requires it.

Bingham Academy will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals

listed in the student's IEP.

Gifted and Talented program

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

After qualified personnel are hired, Bingham Academy will develop a written plan for its gifted and talented program and submit it to the authorized chartering entity and State Department of Education. Updated plans will be submitted every three (3) years thereafter. Bingham Academy's plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- Bingham Academy will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

The school will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

The needs of identified gifted and talented students will be met through advanced learning opportunities (focus on dual enrollment), added leadership responsibilities and opportunities for internships, community service and other programs (STEM Academy 101). Dual enrollment opportunities are documented in Appendix CC and STEM Academy 101 modules are detailed in Appendix DD.

LEP Students

Bingham Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Idaho LEP program guidance will be used to support the needs of students who are English language learners (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (ELA) will be used to assess English proficiency as English language learners progress through school.

Students who are eligible for the LEP program will participate in the NCA LEP program according to state and federal guidelines. State and federal mandated testing of LEP students will be administered. LEP servicers may be provided on-site or contracted out. The IELA will be used to monitor student growth.

Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other LEP instructional approaches. Educational Learning Plans (ELP) will be developed to support ELLs. ELPs will be developed and overseen by teachers certified in Bilingual Education.

IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program.

The LEP program will be evaluated based on collected data and trends and will be revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

LEP program eligibility criteria:

- Registration cards will include at least the following question: What is the primary language spoken at home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested using the “Woodstock Munoz” test to determine the student’s English language proficiency within 30 days of registration or within two weeks of entry into the school.
- If a student tests less than proficient on the English language proficiency test, a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the service.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in the LEP program.
- Those students placed in the LEP program can be counted for state and federal funding purposes.

Additional Special Needs Services

As required by state and federal statutes, students attending Bingham Academy who are identified as disadvantaged to the extent that they may require Special Education, Title I or Section 504 services or requiring other accommodations will receive those services at or through Bingham Academy or at an alternate site.

Dual and Concurrent Enrollment

Bingham Academy students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

Concurrent enrollment will include the option of enrollment in a postsecondary institution if the student chooses. Any credits earned from the accredited postsecondary institution will be credited toward graduation requirements as outlined in Bingham Academy Board Policy. If a student takes courses eligible for dual credit, any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs will be the responsibility of the family. Information regarding this responsibility will be clearly communicated to parents through parent and student handbooks, course descriptions, registration materials, etc.

TAB 4: MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurable Student Educational Standards

Bingham Academy will accomplish the following standards:

1. 86% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Reading, section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
2. 84% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Mathematics section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
3. 77% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Language Usage section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
4. 75% of students who have been at Bingham Academy since the beginning of the (current) school year will achieve a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in each of the Reading, Mathematics, and Language Usage sections of the ISAT or ISAT-Alt. Assessment.
5. ~~25%~~ The percentage of BA juniors will who achieve a score indicating college readiness on either the SAT, ACT, ACCUPLACER Placement Test, or COMPASS will meet or exceed yearly state standard to achieve at least 4 points for college readiness within the Star Rating System.
6. 75% of graduating seniors will successfully complete at least 18 postsecondary credits prior to graduation, with a letter grade of “c” in at least one class. Successful completion means a passing grade as determined by the postsecondary institution.
7. Each year, BA will achieve a four-year graduation rate of at least 90%.

Methods for Measuring Student Progress

Methods for measuring student progress will include, but not be limited to:

Standards 1, 2, and 3:

Data regarding the percentage of students scoring advanced or proficient on the ISAT will be pulled directly from the school’s official ISAT results.

Standard 4:

The percentage of students whose Student Growth Percentile (SGP) is equal to or greater than their Adequate Growth Percentile (AGP) will be calculated using official testing results for each individual.

Standard 5:

The percentage of Bingham Academy juniors designated as “college ready” will be determined according to the scores achieved on the individual tests listed.

Standard 6:

A letter grade of “C” must be earned in at least one college level course. Successful completion of postsecondary credit is defined as receiving college level credit from at least one postsecondary institution. The percentage of graduating seniors receiving 18 or more postsecondary credits will be determined by the school counselor and through an examination of each senior student’s file.

Standard 7:

The percentage of seniors achieving on-time graduation will be determined as defined by the State of Idaho. This calculation takes into consideration when each student entered high school as well as the number of years it has taken him/her to graduate. It also defines and includes drop-out considerations.

Provisions by Which Students Will Receive Standardized Testing

Under the direction of the School Test Coordinator, standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

Any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Additionally, all postsecondary tests or assessments to be administered at Bingham Academy will strictly adhere to the policies and processes defined by the postsecondary institution.

Accreditation

During its first year of operation, BA will apply to the Northwest Accreditation Commission as required in IDAPA 08.02.02.140 for secondary accreditation. In compliance with Idaho State Board of Education Rules BA will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment.

All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Throughout the accreditation and strategic planning process, Bingham Academy will comply with all provisions of NCLB, ESEA, and/or of other federal and state mandates. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required.

Accreditation reports outlining the attainment of standards will be submitted to both the authorized chartering entity and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status.

After accreditation, the Chief Administrator will submit annual accreditation reports to the Idaho State Department of Education. BA representatives have reviewed Idaho and Northwest accreditation requirements. The school will fully comply and meet accreditation requirements.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the authorized chartering entity and other required state officials, and federal agencies. Parents and the public in general will also be provided access to report information, where appropriate.

Improvement Planning

If Bingham Academy is placed in “needs improvement” status, the school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school’s administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the board of directors.

Bingham Academy will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement.

Additionally the school will comply fully with the national and state mandates for No Child Left Behind including full compliance with the steps established by the ACT. The following chart lists the specific school improvement requirement per each year missing AYP. Should the time come that BA is placed in “needs improvement” status, the board of directors and the school administrator will guide the school through the process as required by the state of Idaho.

AYP TIMELINE

Improvement Year Status	When the Status Takes Effect	Accountability Workbook Label	School Improvement Requirements	LEA Improvement Requirements

Not in "Needs Improvement"	N/A (or in the year following 2 consecutive years of making AYP)	Year 1	None	None
Alert	Year Following the 1st time Missing AYP	Year 2	None	None
School Improvement Year 1	Year Following 2nd Consecutive Time Missing AYP	Year 3	School Improvement	LEA Improvement
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Choice 	<ul style="list-style-type: none"> • Develop and implement an Improvement Plan
			<ul style="list-style-type: none"> • Develop and implement a School Improvement Plan 	
			<ul style="list-style-type: none"> • Supplemental Services (SES) for eligible students in reading and math if choice not available 	
School Improvement: Year 2	Year Following 3rd Consecutive Time Missing AYP	Year 4	School Improvement	LEA Improvement
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Implement the LEA Improvement Plan
			<ul style="list-style-type: none"> • Implement Intervention Plan School Improvement 	

Corrective Action	Year Following 4th Consecutive Time Missing AYP	Year 5	School - Corrective Action	LEA - Corrective Action
<i>[School Improvement Year 3]</i>			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Plan for and Implement Corrective Action
			<ul style="list-style-type: none"> • Plan for and Implement Corrective Action 	
Restructuring Year 1: Planning	Year Following 5th Consecutive Time Missing AYP	Year 6	School - Restructuring	LEA - Corrective Action
<i>[School Improvement Year 4]</i>			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Develop a Restructuring Plan for Alternative Governance 	<ul style="list-style-type: none"> • Plan for and Implement Corrective Action
Restructuring Year 2: Plan Implementation	Year Following 6th Consecutive Time Missing AYP	Year 7	School - Restructuring	LEA - Corrective Action
<i>[School Improvement Year 5]</i>			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Implement the Restructuring Plan for Alternative Governance 	<ul style="list-style-type: none"> • Implement Corrective Action

* School Improvement Holding - Years are marked with an asterisk on the State Report Card and delay the implementation of any new AYP requirements. However, all previously existing requirements must still be met.

Academic performance each year is determined by the Adequate Yearly Progress Proficiency Targets established by the State of Idaho. These are as follows:

AYP Proficiency Targets			
% Proficient or Advanced Needed Under Indexing			
School Year	2013-2014	2014-2015	2015-2016
Reading	85.60%	90.40%	95.20%
Mathematics	83.00%	88.70%	94.30%
Language Usage	75.10%	83.40%	91.70%

The first stage of AYP accountability is School Improvement and it has two phases. In the first year of School Improvement, the school must develop and implement a “School Improvement Plan” that identifies specific actions for improving a school’s performance. Furthermore, parents are entitled to transfer their child to another, better performing school (this is called Public School Choice). As schools of choice, parents decide to send their child to a charter school so offering Public School Choice to charter school parents may mean notifying parents of their right to return to their local school district (a right that charter parents, no matter if the charter is low-performing or not, can always exercise.)

If Bingham Academy is in Alert status and fails to make AYP for a third year, the school will move into “school improvement” status in which parents who elect to keep their child in the underperforming school are entitled to have the child receive, at no cost to them, federally-funded Supplemental Educational Services (SES), such as tutoring. There are no improvement requirements to be followed at this point; however, the school will take action to develop and implement an improvement plan. As both a School and LEA, this designation will require the school to notify parents of this status and their choice for other schools notify parents of provisions for supplemental services to qualified students in reading and math if choice is not available, and develop an intervention school improvement plan. The school may also receive technical assistance from the SDE. At any time during the School Improvement phase, if a school achieves AYP for one year, it will then move into a holding pattern and be labeled as in “School Improvement 1” status. Any school in Improvement status must achieve AYP for two years consecutive years in order to exit the school improvement phase and be designated as “Met Goal”.

In the fourth consecutive year of missing AYP, the school moves into what NCLB calls Corrective Action. The Corrective Action stage requires a school to make substantial changes to its program with one or more of the following steps:

- Replacing the school staff that are relevant to the failure to make AYP.
- Instituting and fully implementing a new curriculum, including providing appropriate professional development for all relevant staff that is grounded on scientifically-based

research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.

- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school. Fourth is appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan.
- Extending the school year or school day or restructuring the internal organizational structure of the school.

If the school doesn't make AYP for a fifth year, it enters the Restructuring phase. Under Restructuring, the school must plan for and then, in the following year, execute fundamental changes in its program and the governance of the school, including:

- Contracting with an external provider to manage a school;
- Replacing staff and leadership;
- Turning the school's operation over to the state; or engage in some other kind of restructuring.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school;
- Appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extending the school year or school day; or
- Restructuring the internal organizational structure of the school.

If for a sixth year the school fails to meet AYP then all previous sanctions will be applied plus the school will be required to develop a Restructuring Plan that will implement one of the restructuring models such as closing down the school, closing down the school and reopening it under new authorizing authority, replacing all the teachers, or replacing the Chief Administrator.

If a seventh year of failing to meet AYP is reached, the school will be subject to all previous sanctions and must then implement alternate governance provisions.

In the event that BA moves into the School Improvement, the Bingham Academy Board of Directors will assume responsibility to provide the financial support for planning and implementing school improvement and professional development as outlined in NCLB. The Title I budget will be altered to include a 10% provision to purchase professional development for staff. The professional development will be determined by the School Improvement Plan. Further, 20% of the budget will be set aside for providing supplementary education services. While the general education budget, as well as additional Federal funds will be taken into consideration, no general budget funds will be used to cover set asides, rather the Title program budgets will be modified to cover set aside amounts.

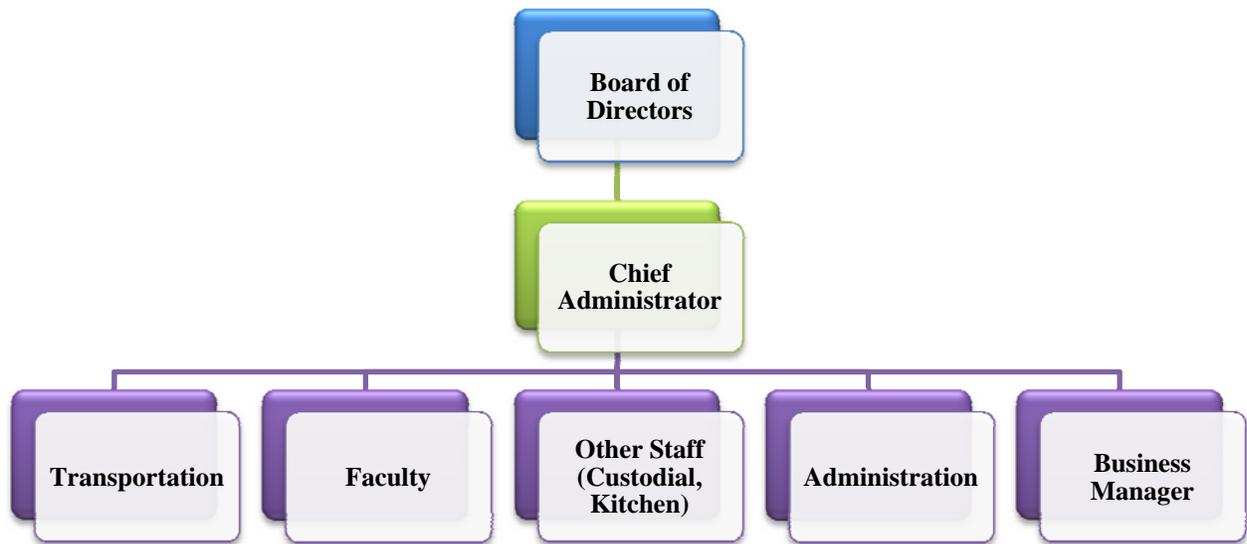
If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to: replacing teaching staff; adding additional paraprofessional staff; implementing new curriculum, or other restructuring alternatives that may be designated for improvement.

Using viable data, the Chief Administrator will determine what changes need to be made; the Chief Administrator will develop several restructuring plans and present them to the governing board. The governing board will partner with an outside entity to provide arbitration, perspective, coaching and evaluation. The governing board will choose a viable plan; the board will oversee the implementation and evaluation of the plan.

TAB 5: GOVERNANCE STRUCTURE

Governance Structure

Idaho STEM Academy, Inc., doing business as Bingham Academy, is a non-profit organization managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the school. Bingham Academy shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow open meetings laws, keep accurate minutes, and make the minutes available to the public.



Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who within 180 calendar days after the date that instruction first begins at the charter school, makes a material contribution toward the establishment of a public charter school.

Additionally, to qualify as a founder, one must:

- A. Have been involved in the initial writing of the petition for the Charter of BA, researching start-up facilities, budget planning, writing policies and definition.
- B. Have been directly involved in the initial development of the charter petition, or
- C. Have made a significant contribution of time, expertise, money, property or talents related to the successful development or establishment of BA as defined by the Board.

BA founders include parents and other community members who meet the above criteria. Founders will elect the initial Board of Directors, write and edit the charter petition, recruit candidates for the position of school Chief Administrator, and establish a preliminary operating budget. Following the election of the Board of Directors, founders may be appointed to serve on various committees that provide input and recommendations to the board of directors.

Powers and Limitations

Bingham Academy is a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school. Bingham Academy acknowledges that upon approval of the petition ~~and 501(c)(3) status~~, the school's Board of Directors will be public agents required to control the school's operation. Bingham Academy commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Chief Administrator, who may not be one of its members.

Bingham Academy will not extend the faith and credit of any school district or the Idaho Public Charter School Commission to any third person or entity. Bingham Academy will not contractually bind any school district or the Idaho Public Charter School Commission with any third party.

Board Training

BA governing board will insure that each member receives adequate and continuous training. This will occur through multiple sources such monthly training sessions at board meetings, Idaho School Board Association training, and the Idaho Charter School Network or other training opportunities. The board will conduct a yearly self-assessment. ~~A recommended~~ The training plan schedule for board members is contained in attached. See Appendix U.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to Bingham Academy's administration will be as follows:

The Board of Directors is responsible for policy implementation, fiscal oversight, contractual agreements, and general governance. Under the direction of the board, the Chief Administrator is authorized to provide educational direction, administration, and on-site, day-to-day operation in accordance with Title 33 of Idaho Code, as well as certain decisions concerning but not limited to:

- implementing the vision and mission of the school
- providing instructional materials and supplies
- allocating resources
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support

- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- functioning as commission/board liaison
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

Standing Committees and Ancillary Support Personnel

Standing committees may be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, policy review, etc.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Chief Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

The Board of Directors of Bingham Academy will provide consultation to the Chief Administrator regarding ongoing plans for the school. Parent committees may also work with the Board of Directors on school improvement.

Process to Ensure Parental Involvement

Parents of students who attend Bingham Academy will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for

study.

Public Access

Bingham Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be outlined in the Student/Parent Handbook. Parents and members of the community are invited to communicate with teachers, administrators, and board members. The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Bingham Academy gives permission for public inspection.

Annual Financial and Programmatic Operations Audits

An independent annual financial audit will be conducted by a qualified CPA after the completion of each charter school year.

Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

In accordance with Idaho Administrative Rule the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.03.301.12).

Dispute Resolution

The Public Charter School Commission and the Governing Board of Bingham Academy will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

TAB 6: EMPLOYEES OF THE CHARTER SCHOOL

Employee Qualifications

Bingham Academy's certificated staff will meet all federal HQT standards. All full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by Idaho law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Bingham Academy as outlined within this petition. The Chief Administrator will make recommendations to the Board of Directors for approval of instructional staff.

Bingham Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. For all permanent or long term employees, Bingham Academy will meet state certification standards and the No Child Left Behind, Highly Qualified Teacher requirements. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

Background Checks

All employees and individuals having contact with students will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

Targeted Staff Size

Bingham Academy will make every effort to keep class size small by employing one core area teacher per every 25 students. BA will employ additional staff as lab facilitators and and/or teachers in technical education, music, foreign language, career education, physical education, etc. Hiring will focus on applicants with more than one endorsement. Because BA is so closely situated to both ISU and BYU-I, there are two major teacher preparation programs within a very short distance. BA will actively recruit teachers with multiple and targeted endorsements from these and other sources. Additionally, there are five school districts within Bingham County, plus 2 in Idaho Falls and 1 in Pocatello. All of these areas have retired teachers who often wish to supplement their retirement with part time employment. This too is a viable pool from which to draw.

The following positions are based on a first year student population of 100 students in grades 9 and 10. If more students are enrolled, these position numbers will be adjusted accordingly:

Chief Administrator	1.0 FTE
English	0.5 FTE
Math	0.5 FTE

Science	0.5 FTE
Social Studies	0.5 FTE
Teacher/Postsecondary Facilitator	1.0 FTE
Special Education	0.5 FTE
Professional-Technical	0.5 FTE
Counselor	0.5 FTE
Foreign Language	0.5 FTE
Physical Education	<u>0.5 FTE</u>
Total Certificated Staff	6.5 FTE

Administrative Assistant	0.8 FTE
Business Manager	0.3 FTE
Custodian/Maintenance	0.8 FTE
Paraeducators	<u>0.3 FTE</u>
Classified	2.2 FTE

Bingham Academy’s goal is to achieve full capacity enrollment by its third year of operation. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

Health and Safety Procedures

Bingham Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proof of immunizations before being enrolled at Bingham Academy or have an exemption signed by a parent or legal guardian.
- Require that all visitors sign in at the office and receive and wear a visitor’s pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies.

These policies will be developed in consultation with Bingham Academy’s insurance carriers and at a minimum address the above and the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.
- Policies relating to the administration of prescription drugs and other medicine.

- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no safety hazards.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- Bingham Academy will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act.

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

Employee Benefits and Provisions

Bingham Academy will provide all employees with the opportunity to participate in group health insurance and the following programs and benefits:

- Public Employee Retirement System
- Federal Social Security
- Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Faculty at Bingham Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Chief Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

Transfer Rights

Bingham Academy claims no employee transfer rights.

Collective Bargaining

Bingham Academy's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

All certificated staff will be required to sign a written contract with Bingham Academy. Contracts will be in the standard form as approved by the state superintendent of public instruction and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

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

Experience for Salary Schedule

Certified teachers at Bingham Academy shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Bingham Academy certificated employees who are re-employed by the local district shall receive full credit for their years of service in the public charter school.

Employee Use of Drugs and Alcohol

See Appendix O.

TAB 7: ADMISSION PROCEDURES

Admission and Over Enrollment Procedures

During its first year of operation, Bingham Academy will focus on 9th and 10th grade students. Enrollment will be capped at 120 students this first year with no more than 70 students/grade and no more than 80 new students per year until the 400 student cap is reached with no more than 100 students/grade. One grade will be added each year so that a full high school program will be offered within three years.

In accordance with Idaho Code Section 33-5205(3), Bingham Academy has identified the following admission procedures:

Bingham Academy will be open to all students on a space available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state students will be enrolled. The public will be notified of enrollment opportunities as described in the “Public Notification of Enrollment Opportunities” section below.

Bingham Academy will follow the admission procedure identified by the Idaho State Board of Education in Idaho Administrative Rules 08.02.04 and 08.02.04.203 in the initial year and for every year thereafter.

Enrollment Deadline

Each year Bingham Academy will establish an enrollment admissions deadline that will coincide with the Board of Director’s March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time, but will be added to the bottom of the final selection list after the lottery.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Bingham Academy. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to and received by the public charter school at which admission is sought on or before the enrollment deadline. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family.

If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be

added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

Bingham Academy will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Bingham Academy, students of founders, siblings of students already selected to attend Bingham Academy, and those in the attendance area.

Priority of Preferences for Initial Enrollment

Admission preferences for initial Bingham Academy enrollment of students shall be as follows:

- a. First, to children of founders and children of full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area.
- d. Fourth, to all other students by lottery.

Priority of Preferences for Subsequent Enrollment Periods

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

- a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.
- b. Second, to children of founders and to children of full-time employees; this admission preference shall be limited to not more than ten percent (10%) of the school's capacity.
- c. Third, to siblings of pupils already enrolled in the public charter school.
- d. Fourth, to students residing in the primary attendance area.
- e. Fifth, by lottery for prospective students residing outside the primary attendance area of the school.

Proposed Final Selection List for Lottery

Each year Bingham Academy will create a final selection list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level.

Students whose applications received after the deadline will be added to the bottom of the final selection list.

Lottery Process

If the initial capacity of Bingham Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Bingham Academy will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted according to IDAPA 08.02.04.203.

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. All remaining students will be placed on a waiting list in the order drawn in the lottery. Any students admitted after initial acceptance will be taken in numerical order from this list.

Notification and Acceptance

- a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.
- b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list, also called the waiting list, for a given school year shall not roll over to the next school year.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

Bingham Academy is committed to the provision of a safe learning environment. Expectations for appropriate student behavior are high and will be communicated upon enrollment to both students and parents, through the student handbook, and verbal reminders from faculty and administrators.

A draft of the initial Bingham Academy Student Handbook is contained in Appendix P. Upon approval of the charter, the Board will appoint a committee to develop a final version of the student handbook. Under the Bingham Academy Chief Administrator, this committee will assemble a student handbook that outlines the Student Code of Conduct and includes expectations and consequences for unacceptable behavior as outlined below:

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. Repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all serious or continuing disciplinary concerns, parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the ~~school~~ Chief Administrator for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Chief Administrator
- f. Student and parent conference with Chief Administrator
- g. Suspension from extracurricular activities

Consequences for major violations may include any of the above consequences plus:

- a. In-school suspension
- b. Out-of-school suspension
- c. Referral to Status Offenders Service.
- d. Referral to Counselor or Student Specialist for intervention
- e. Recommendation to Board for expulsion

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or Chief Administrator intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the Chief Administrator or Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Bullying/harassment

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

Provisions to handle Students using or Suspected of being Under the Influence of Alcohol/Controlled substances

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, Bingham Academy will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of Bingham Academy that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation and, if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in I.C. 33-210.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency will be notified immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

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

The Bingham Academy Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special

Education Manual. Disciplinary decisions regarding students with IEPs will be made with consideration given to whether or not the student's disability affected the behavior.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level. Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts. Bingham Academy Board of Directors will formally adopt and recognize all Idaho Science and Technology Charter School policies addressing emergency or other situations not specifically covered by Bingham Academy policy.

STUDENT HEALTH AND SAFETY

Bingham Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proof of immunizations before being enrolled at the Bingham Academy or have an exemption signed by a parent or legal guardian
- Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Bingham Academy's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

Public Charter School Attendance Alternative

Because Bingham Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the existing school districts. Students located within the charter school attendance area would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Bingham Academy.

Attendance Requirements

Parents and educators recognize the importance of attendance and punctuality at school. Key

reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant

Any Bingham Academy pupil who, in the judgment of the board of directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared a habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

Attendance Appeal Process

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Chief Administrator. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

Denial of School Attendance

In Accordance with Idaho Code 33-205, the Bingham Academy Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the board may modify the

expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be in accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) schools days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the board may extend the temporary suspension for an additional five (5) schools days. Prior to suspending any student, the administrator or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the administrator who suspended him upon such reasonable conditions as said administrator may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by the Bingham Academy administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Bingham Academy intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

~~ISA~~ Bingham Academy will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at Bingham Academy.

Bingham Academy will disseminate enrollment information in English, Spanish, and possibly other languages, taking into consideration the language demographics of the attendance area. The school will post enrollment opportunities information in highly visible and prominent public locations through the community. This information will be disseminated at least three months in advance of the school's March enrollment deadline. Bingham Academy will also disseminate press releases to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline. Once the enrollment deadline is established, if the school changes this date, this full notification process will be repeated.

Bingham Academy's Chief Administrator will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

Student Handbook and Procedure Ensuring Parental Access

A copy of the Draft Student Handbook is contained in Appendix P. In order to ensure that both parents and students understand the expectations for students at Bingham Academy, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Internet Use Policy

See Appendix Q.

Suicide Prevention Program

See Appendix R.

TAB 8: BUSINESS PLAN

Business Description

Idaho STEM Academy, Inc., DBA Bingham Academy, is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Marketing Plan

The intent of Bingham Academy is to respond to an expressed need by the parents and community members of Bingham County to establish a high school of choice. According to Idaho Code § 33-5205(3) (s), all advertising and promotion processes for BA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

BA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religious preference, gender, social or economic status, or special needs.

Marketing Methods

These are marketing options for Bingham Academy. BA is not limited to these methods.

- Speaking at community organizations like the Chamber of Commerce.
- Advertising with public schools located within the target area using flyers upon administrative approval.
- Web, e-newsletters, and social media.
- Bingham Academy website to introduce information about the school. Brochures will promote the curriculum and methods.
- News releases and articles to local newspapers (Morning News, Idaho state Journal, Post Register), local radio stations and local television stations (KIDK, KIFI, KPVI)
- Yard signs around town and the attendance area.
- Public informational meetings about Bingham Academy held in accordance with Idaho Statute §67-23.

- Spanish language enrollment information posted on the Bingham Academy website.
- Build relations with other charters school.
- Flyers sent to parents of private and charter school students attending schools that only enroll up to 8th grade.
- Flyers attached to products sold by local merchants.
- Word-of mouth referrals.
- Dissemination of brochures at community events.
- Distribution of flyers to heavily trafficked areas.
- Vehicle decals.
- Cold Calling.
- Door-to-door contact.
- Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.).

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in IDAPA 08.02.04.203.02. A schedule of events held throughout the year that Bingham Academy can participate in to inform the public about the school, to attract students and business partners and to participate in community service events and programs can be found in Appendix S. The Chair of the Board of Directors will be responsible to ensure that marketing strategies are implemented according to the Startup Timeline, Appendix AA.

Recruiting High School Students

Bingham Academy founders recognize that as a new start-up school, Bingham Academy's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However Bingham Academy's emphasis on STEM curriculum and postsecondary credit opportunities will appeal to many parents and students.

A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community since the Bingham Academy primary attendance area serves as a bedroom community for the Idaho National Laboratory and Premier Technology businesses, which employ an abundance of parents in the scientific and high tech industries.

In consideration of these factors, along with other considerations such as dissatisfaction with existing schools and little school choice, Bingham Academy is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

Management Plan

The Chief Administrator in coordination with the Charter School Board of Directors will determine the day-to-day operations of Bingham Academy. Refer to Appendix L for the job description and qualifications for Chief Administrator of the Bingham Academy.

Administrative services will be provided by the Bingham Academy Chief Administrator supplemented by other contracted services as needed. The Chief Administrator will also serve as the liaison between the Bingham Academy and its Board of Directors, and parents. Financial operations will be provided by the school business manager. Funding sources will include state foundation and other allocations, federal start-up grants, and, after authorization, the school will actively pursue, private grants, business partnerships, and donations.

Resumes of Founders

See Appendix T.

Financial Plan

While the Chief Administrator of Bingham Academy will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Bingham Academy will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Bingham Academy will be prepared in compliance with section 33-801, Idaho Statutes and State Board of Education policies and administrative rules. The budget will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho Public Charter School Commission. The budget will be prepared, approved and filed using the ISEE format.

REVENUES

- Estimates of funding sources will include state allocations as based on the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- State allocations for pupil transportation
- State allocations for remediation state lottery
- Private grants
- Business partnerships
- Donations

As soon as possible Bingham Academy will notify the appropriate divisions of the Idaho Department of Education of the school's intend to apply for federal Title I and IDEA funds. For Title I, the school will develop and implement an approved Consolidated Plan that details its program. This plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff,

and a scientific research based program of support for academically at risk students. For Federal IDEA funds the school will complete and submit Part B of the IDEA application as prescribed by the Division of Special Education Services.

EXPENDITURES

Purchasing Process: Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.-Bingham Academy’s Chief Administrator will determine procedures for procuring goods and services with approval of the Board of Directors.

Payroll Processing: Bingham Academy will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Bingham Academy will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Bingham Academy Chief Administrator will provide a monthly cash-flow and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

Estimated Startup Budget

See Appendix X.

Three Year Estimated Budget (worse case, expected, best case scenarios)

See Appendix Y.

Estimated First Year Monthly Cash Flow

See Appendix Z.

Albertson/CSP Grant Expenditures

See Appendix AA.

Start-up Timeline

See Appendix BB.

Transportation Services

Transportation services will be offered beginning in year one, to all students residing in the primary attendance area more than one and one half miles from the school and within a 15 mile radius of the school. Students who reside less than one and a half miles will be looked at for safety busing. Bus services will be in cooperation with the existing charter schools, namely Idaho Science and Technology Charter School and Blackfoot Charter Community Learning Center. By combining busing with ISTCS & BCCLC we will be able to reach more of our students with a bus. All student transportation will be in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code chapter 15, Title 33. School transportation provided by charter schools functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect the previous year's "allowable" transportation costs.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School. Bingham Academy has discussed these transportation plans with Brandon Phillips at the SDE to ensure proper procedures for bidding and/or combining transportation services are properly followed. Appendix AA documents a letter of intent with ISTCS to provide transportation (busing) for BA students.

School Lunch Program

Bingham Academy will not offer a school lunch program. If a school lunch program is offered, Bingham Academy will participate in the National Child Nutrition Program as per Idaho code 33-1015. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students if a school lunch program is offered. The Bingham Academy Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education. Implementation of a school lunch program will be dependent on the facility location. After one of the three options is developed, BA may re-examine its lunch options.

Facility construction will include appropriate food preparation equipment so as to allow Bingham Academy to provide its own food service after the first two years of operation. However, the school may contract for food service during the first years of operation and at any time in the future.

Budget Assumptions:

See Appendix V.

TAB 10: TERMINATION OR DISSOLUTION

Business Arrangements and Partnerships

When approved by an authorizing agency, Bingham Academy will contract with Idaho Science and Technology Charter School for any additional student services such as speech, psychological, or other assessment services. In the event that these services are not available for one of these schools, other agencies such as Bingham Memorial Hospital or Southeastern District Health Department who already provide some or all of these services will be contacted.

In addition to hiring a special education teacher, BA will contract with Idaho Science and Technology Charter School for any additional services such as speech therapy or occupational therapy. A Letter of Intent is included in Appendix AA. While no letters of intent are included for legal and accounting services, the budget includes funds earmarked for these services. When the school is chartered, these services will be secured.

Bingham Academy has been in communication with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, College of Western Idaho and Eastern Idaho Technical College regarding possible dual or concurrent credit relationships. ISU and BSU have indicated that they will not sign any letters of commitment until the school is chartered. Letters of intent from CSI, CWI and EITC are included in Appendix CC. CSI and EITC have indicated that they respect ISU's boundaries and will work with us after ISU has first had the opportunity. No further action will be taken until the school's charter is approved and funds are available to hire competent facilitators to assist with college relations.

Bingham Academy will actively and consistently seek to establish partnerships with business and industry that will lead to opportunities for guest speakers, guest teachers, field trips, internships, career education, and other on-site educational opportunities. At the current time, no such contracts exist.

In addition, these arrangements and partnerships may provide donations of supplies, equipment, or other educational materials. BA also aims to establish working relationships leading to instructional assistance, in-service training, internships, and other exchanges of professional expertise.

Additional Information from Petitioners

Bingham Academy fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. As soon as the school is authorized and funding is available, the founders will adopt the Idaho School Board Association Policy Manual as the governing document, where such policies are applicable and not covered in this petition. Funds are included in the budget under purchased services for membership in the Idaho School Board Association so that the school can obtain both the policy manual and the board training offer by ISBA.

DISSOLUTION

In cases of termination the Chair of the Board of Directors of Bingham Academy is responsible for the dissolution of the business and affairs and all other aspects of the school. Bingham Academy will fully cooperate with the authorizing chartering entity for the dissolution process. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, the board chairman may appoint another board member(s) to execute the termination. The designee will work under the direction of the Chairman and will coordinate the dissolution of the school.

BA has adopted the Colorado model for specifics of the dissolution process which includes:

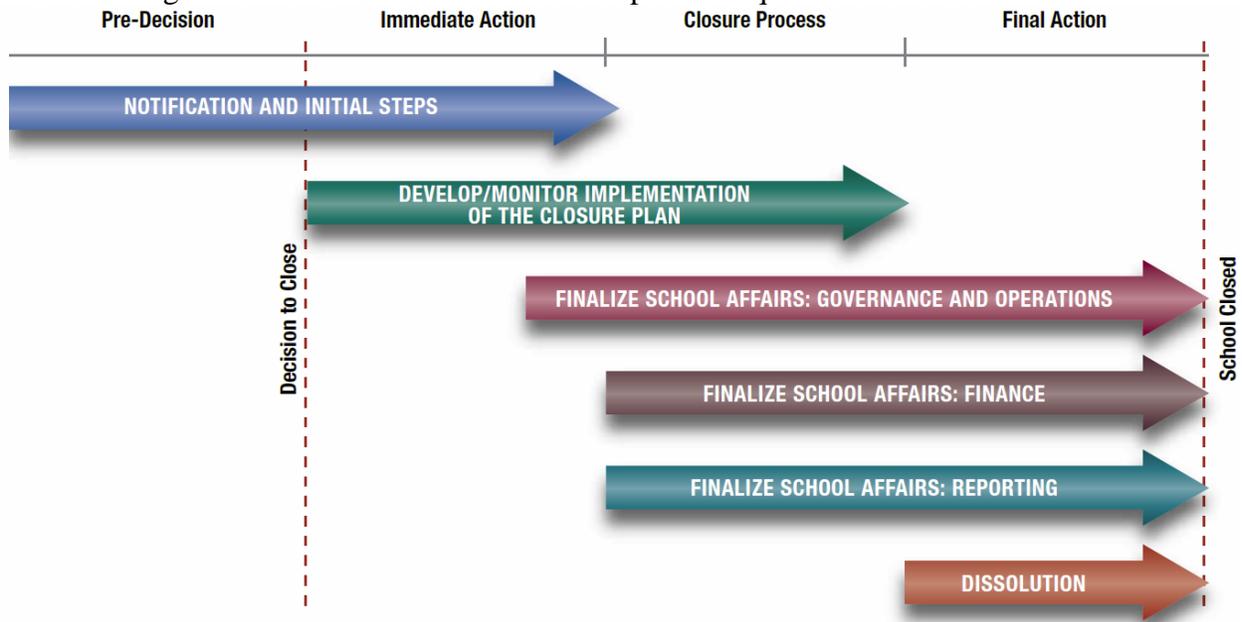
1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs
3. Addressing the school's financial, legal and reporting obligations

To accomplish this, tasks will fall into the following categories:

1. notification to affected school districts and families
2. developing and monitoring the closure plan
3. winding up the school's affairs in governance and operations, finance, and reporting

Regardless of how the process unfolds, the authorizer's staff should meet with the charter school board and principal immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters. Additional letters should be sent to parents and school districts updating them about the timing and outcome of any appeals.

The following Timeline for Closure outlines the specific sequence of events:



Before final dissolution, any remaining student records will be stored in a secure location for the legal limit required by an individual or organization determined by the board chair. Bingham Academy will maintain a social media page where information will be available regarding how remaining student records can be obtained. A complete and detailed checklist of tasks to be completed in each of the identified areas is included in Appendix EE.

Appendix D: Articles of Incorporation and Bylaws

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

201

FILED EFFECTIVE



ARTICLES OF INCORPORATION (Non-Profit)

(Instructions on back of application)

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

11 JAN 20 PM 12:45

SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Idaho STEM Academy, Incorporated

Article 2: The purpose for which the corporation is organized is:

the operation of a nonprofit charter school within the state of Idaho and to deal generally therein.

Article 3: The street address of the registered office is: 17 North 550 West, Blackfoot, Idaho 83221

and the registered agent at such address is: Brian Thelin

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Fred Ball, 38 S 500 W, Blackfoot, ID 83221

Mark Fisk, 781 W. Quail, Blackfoot, ID 83221

Article 5: The name(s) and address(es) of the incorporator(s):

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Article 6: The mailing address of the corporation shall be:

17 N 550 W, Blackfoot Idaho 83221

Article 7: The corporation (does does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:

to creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to organizations that qualify as exempt under IRC 501(c)(3). Any remaining assets will be distributed by the Idaho Department of Education or the Bingham County District Court in a manner consistent with the purpose of the corporation.

Signatures of all incorporators:

Typed Name: Brian Thelin

Typed Name: _____

Typed Name: _____

Typed Name: _____

Typed Name: _____

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Revised 07/2002

IDAHO SECRETARY OF STATE
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Web Form

C189804

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

FILED EFFECTIVE

204



ARTICLES OF AMENDMENT (Non-profit)

11 SEP 21 AM 8:42
SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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

2. The text of each amendment is as follows:
Amend ARTICLE 2 Power, see attachment

3. The date of adoption of the amendment(s) was: September 8, 2011

4. Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
 - a. The number of directors entitled to vote was: 3
 - b. The number of directors that voted for each amendment was: 3
 - c. The number of directors that voted against each amendment was: 0

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
 - a. The number of members entitled to vote was: _____
 - b. The number of members that voted for each amendment was: _____
 - c. The number of members that voted against each amendment was: _____

Dated: 9 8 2011
Signature:
Typed Name: Brian Thelin
Capacity: Chairman

Customer Acct #:

(If using pre-paid account)

Secretary of State use only

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Revised 10/2003

Web Form

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C189804

ARTICLE 2

PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Section 2.2 Power

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.



ARTICLES OF AMENDMENT (Non-profit)

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

- 1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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

- 2. The text of each amendment is as follows:

Article 8 : Upon dissolution the assets shall be distributed to the creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be returned to the authorized chartering entity for distribution in accordance with applicable law.

- 3. The date of adoption of the amendment(s) was: March 29, 2012

- 4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: 5
- b. The number of directors that voted for each amendment was: 5
- c. The number of directors that voted against each amendment was: 0

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was: _____
- b. The number of members that voted for each amendment was: _____
- c. The number of members that voted against each amendment was: _____

Customer Acct #:
(if using pre-paid account)

Secretary of State use only

Dated: 3 28 2011
 Signature: [Signature]
 Typed Name: Brian Thelin
 Capacity: Chairman

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Revised 10/2003

Web Form



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

FILED EFFECTIVE

2012 OCT -3 AM 9:01

SECRETARY OF STATE
STATE OF IDAHO

Please type or print legibly.
Instructions are included on back of application.

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Bingham Academy

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

Name

Complete Address

Idaho STEM Academy, Incorporated

17 N. 550 West, Blackfoot, ID 83221

Business entity - C189804

3. The general type of business transacted under the assumed business name is:

- Retail Trade
- Wholesale Trade
- Services
- Manufacturing
- Finance, Insurance, and Real Estate
- Transportation and Public Utilities
- Construction
- Agriculture
- Mining

Submit Certificate of Assumed Business Name and \$25.00 fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

4. The name and address to which future correspondence should be addressed:

Brain Thelin

17 N. 550 West Blackfoot, ID 83221

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Patricia Kolbet

2801 Hunters Loop, Blackfoot, ID 83221

Signature: Patricia Kolbet

Printed Name: Patricia Kolbet

Capacity/Title: Secretary, ISA Board of Directors

Signature: _____

Printed Name: _____

Capacity/Title: _____

Secretary of State use only

IDAHO SECRETARY OF STATE
10/03/2012 05:00
CK: 10000 CT: 274915 BH: 1342266
1 @ 25.00 = 25.00 ASSUM NAME # 2

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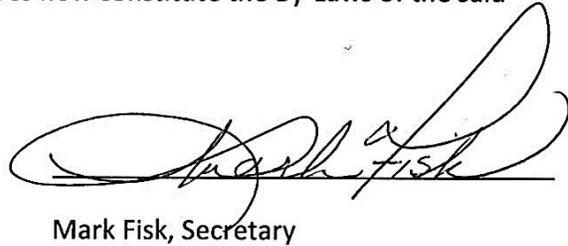
APPENDIX B: CERTIFICATION OF ADOPTION OF BYLAWS

CERTIFICATE OF ADOPTION

WE THE UNDERSIGNED, being the duly elected officers of the Secretary of the IDAHO STEM ACADEMY, INC., doing business as BINGHAM ACADEMY, do hereby certify that the above and foregoing BY-LAWS were duly and legally adopted as the By-Laws of said Corporation by resolution and consent of the Board of Directors on this 26th day of October, 2012 and that the same does now constitute the By-Laws of the said Corporation.



Greg Sigerson, Chairman



Mark Fisk, Secretary



Debbie Steele, Treasurer



Diane Dodds, Director



Patricia Kolbet, Director

TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT

ARTICLES OF INCORPORATION/DBA

See Appendix A.

BYLAWS

Bylaws Idaho STEM Academy, Inc. doing business as Bingham Academy, an Idaho Non-profit Corporation and Public Charter School

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation’s principle office shall be fixed and located in the County of Bingham, State of Idaho as the Board of Directors (“Board”) shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Bingham, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) A corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

- (a) Upon charter authorization, the founding board will transition to a governing board. A general meeting of founders and current stakeholders will be convened within 10 working days of official authorization date wherein those present will nominate and elect officers as outlined in Section 6.1 of the Bylaws. A founder is defined as any person, including employees or staff of a public charter school, who makes a material contribution to the establishment of the school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors and in accordance with I.C. 33-5202A. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Founders are recognized by de facto involvement as defined herein. Additional Directors, that is, more than the initial 5 may be added, but not to exceed 7, at the discretion of the current Directors, as established with a two-thirds majority vote.
- (b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below:
 - i. All Board of Directors applicants will be required to submit a letter of interest and resume.

- ii. Board of Directors applicants will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
- iii. This screening committee will then nominate to the School Board of Directors, candidates for each open position.
- iv. No more than three candidates per position shall be nominated.
- v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; a legal guardian of a child attending the school; staff members or employees of Bingham Academy; Bingham Academy board members and founders of the charter school that signed the charter petition. Each parent or guardian may vote, but no more than 1 vote will be allowed per family.
- vi. Bingham Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
- vii. The time, date and location of all elections will be advertised by Bingham Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots must be received by 5:00 p.m. of the day on which the board will receive the tabulated voting results from the third party counters. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school, staff members or employees of Bingham Academy, board members and founders of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year. Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation, one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Initial Terms

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

- (Seat One) - 1 year
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, has failed to attend three (3) consecutive meetings during any fiscal year, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by petition signed by at least 20 Stakeholders. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Resumes of potential directors will be solicited from the stakeholders and the community. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business. The board may not continue to transact business or vote if a quorum is not present.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers will be held as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

Section 5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open Meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Any special meeting of the Board shall be given at least 24 hours' notice for the meeting and agenda previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publicly in two locations.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, the order of business shall be as follows:

- (a) Call meeting to order.
- (b) Proof of notice of meeting and determination of quorum.
- (c) Reading of minutes of previous meeting.
- (d) Reports of officers and Directors.
- (e) Reports of committees.
- (f) Unfinished business.

- (g) New business.
- (h) Public input.
- (i) Executive session (if needed)
- (j) **Adjournment.**

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by majority vote of the Board each year at the annual meeting and serve a one (1) year term. If mid-term officer elections become necessary, the same process will be followed.

Section 6.2 Chairman of the Board

The Chairman of the Board has general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall

distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis. Any office filled in such manner will serve the remainder of the existing term.

ARTICLE 7 DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure

appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

ARTICLE 8 FISCAL AFFAIRS

Section 8.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 9 NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given in accordance with section 67-2343 Idaho Open Meeting Law.

Section 9.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the authorizing chartering entity.

ARTICLE 11 AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board and contingent on the approval of the chartering entity, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found. Amendments made to the bylaws must be approved by the authorized chartering entity before they take effect.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix B

SIGNATURES OF QUALIFIED ELECTORS

See Appendix C

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix D

IRS 501(c)(3) DESIGNATION

See Appendix E

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

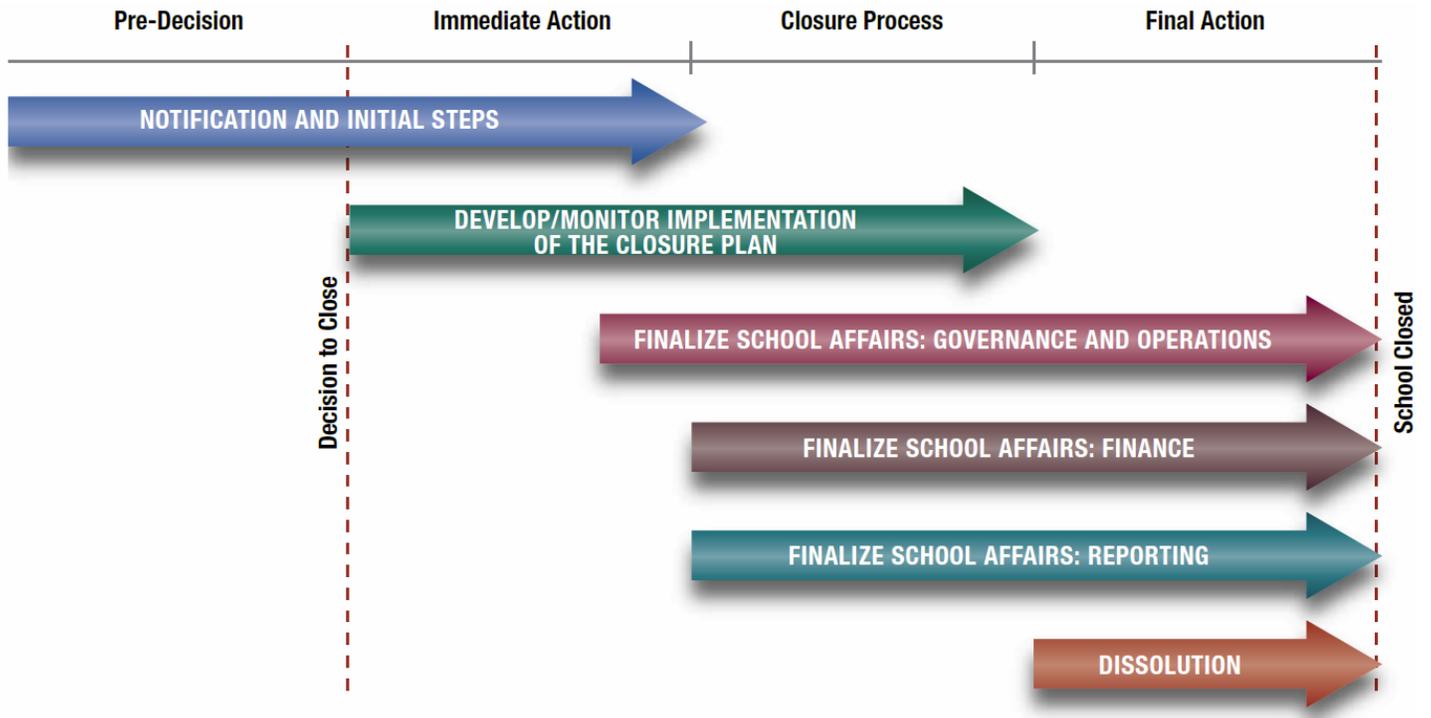
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Chief Tahgee Elementary Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 19, 2012, the Authorizer approved a charter petition for the establishment of the School; and

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

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership 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 provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy
- B. Grades Served.** The School may serve students in kindergarten through eighth grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provision of Shoshoni language immersion program
 - Provision of instruction in Shoshone-Bannock culture
 - Emphasis on a thematic approach to instruction
- 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 B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be aligned to the School’s growth plan and may not exceed 210 students. The school may establish multi-age or multi-grade classrooms as deemed appropriate by the Board of Directors.

Annually, no less than two (2) months prior to Chief Tahgee Elementary Academy’s lottery application deadline, the Board of Directors shall establish, by motion and vote, grade-based caps, and if deemed necessary, an overall enrollment cap which is lower than the cap established in the school’s growth plan. The school will: (1) post the Annual Enrollment Capacity information, including the overall enrollment cap and grade-based caps on the CTEA website within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the established limits.

Growth Plan

Operational Year	School Year	Overall Enrollment Cap
1	2013-2014	114
2	2014-2015	146
3	2015-2016	178
4	2016-2017	210

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.

- D. School Facilities.** 34 South Hiline Road, Pocatello, Idaho 83202. (Mailing address: P.O. Box 217, Fort Hall, ID 83203). 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, Blackfoot School District, and the entirety of the Fort Hall Indian Reservation.
- 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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.
- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Chief Taghee Elementary Academy Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. For its upcoming performance certificate term, CTEA will maintain mission-specific standards focused on exceeding the ISAT outcomes at Fort Hall Elementary. The mission-specific standards will be revised and/or developed in accordance with the process described in Commission policy. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not CTEA agrees to fulfill the specific condition above, CTEA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Chief Tahgee Elementary Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	To provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and the Shoshoni language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.		
Key Design Elements	<ul style="list-style-type: none"> ● Provision of Shoshoni language immersion program ● Provision of instruction in Shoshone-Bannock culture ● Emphasis on a thematic approach to instruction 		
School Location	34 South Hiline Road, Pocatello, ID 83202	School Phone	(208) 237-2710
Surrounding District	Pocatello School District		
Opening Year	2013		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	K-8		
Enrollment (Approved)	210	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)

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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50		50			
	1b	50	0	50		50			
District Proficiency Comparison	2a	50	0	50		50		50	
	2b	50	0	50		50		50	
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100		50		50	
	4b			100		50		50	
Post-Secondary Readiness	5a			125		125		100	
Total Academic Points		400	0	525		525		300	
% of Academic Points			0%						

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned	
Educational Program	1a	25	0	Near-Term	1a	50	0	
	1b	25	0		1b	50	0	
	1c	25	0		1c	50	0	
	1d	25	0		1d	50	0	
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0	
	2b	25	0		2b	50	0	
	2c	25	0		2c	50	0	
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0	
	3b	25	0					
	3c	25	0					
	3d	25	0					
	3e	25	0					
	3f	25	0					
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.				
Additional Obligations	4b	25	0					
	5a	25	0					
Total Operational Points		400	0					
% of Operational Points			0%					

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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Notes	The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	51-75	0																		
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		0																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	0-25	0																		
		0																		

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data 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 and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR		Result	Points Possible	Points Earned
Measure 1	Is the school helping students become competent Shoshoni language speakers?			
	Exceeds Standard: 80% or more of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		200	
	Meets Standard: 60% to 79% of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		160	
	Does Not Meet Standard: 40% to 59% of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		80	
	Falls Far Below Standard: Less than 40% of Shoshoni language immersion classroom students achieved the competent or proficient performance levels on the appropriate grade level, spring Shoshoni Oral Language Proficiency Assessment (SOLPA).		0	
<p>The SOLPA is a three-part exam measuring comprehension, ability to respond to questions, mastery of verbs and vocabulary, and ability to use descriptive language. The expectations of students to place in one of the five performance levels (pre-emergent, emergent, basic, competent, or proficient) will vary per grade level. The SOLPA will be administered and scored by an outside contractor. The contractor will provide a score report to the school, which will then be submitted to the authorizer.</p>				0
Notes				

MISSION-SPECIFIC

		Result	Points Possible	Points Earned
Measure 2	Is the school improving the science proficiency of American Indian students?			
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the science ISAT was 25 or more percentage points higher than that of Fort Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the science ISAT was 10 to 24 percentage points higher than that of Fort Hall Elementary.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the science ISAT was 1 to 9 percentage points higher than that of Fort Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the science ISAT was equal to or lower than that of Fort Hall Elementary.		0	
<p>Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.</p>				0
Notes				
Measure 3	Is the school improving the math proficiency of American Indian students?			
	Exceeds Standard: CTEA's proficiency rate for American Indian students on the math ISAT was 9 or more percentage points higher than that of Fort Hall Elementary.		100	
	Meets Standard: CTEA's proficiency rate for American Indian students on the math ISAT was 4 to 8 percentage points higher than that of Fort Hall Elementary.		80	
	Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the math ISAT was .5 to 3 percentage points higher than that of Fort Hall Elementary.		40	
	Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the math ISAT was equal to or lower than that of Fort Hall Elementary.		0	
<p>Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.</p>				0
Notes				

MISSION-SPECIFIC

Measure 4 Is the school improving the English Language Arts (ELA) proficiency of American Indian students?

Exceeds Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was 9 or more percentage points higher than that of Fort Hall Elementary.

Meets Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was 4 to 8 percentage points higher than that of Fort Hall Elementary.

Does Not Meet Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was .5 to 3 percentage points higher than that of Fort Hall Elementary.

Falls Far Below Standard: CTEA's proficiency rate for American Indian students on the ELA ISAT was equal to or lower than that of Fort Hall Elementary.

Fort Hall Elementary School has been chosen as a control group because it is located in the same community as CTEA and has a similar student population. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Notes

Result	Points Possible	Points Earned
	100	
	80	
	40	
	0	
		0

DRAFT

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
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	0																
		0															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
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	0																
		0															
<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				0
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				0
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
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Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black; text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
15												
0												
	0											
<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black; text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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25												
15												
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	0											

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
			15	
			0	
Notes				0

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FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

Chief Tahgee Elementary Academy Charter



**Chief Tahgee Elementary Academy
plans to open in August 2013 with an attendance area including
the Pocatello and Blackfoot school districts and the
entirety of the Fort Hall Indian Reservation**

**Approved by the
Idaho Public Charter School Commission
as amended on
November 6, 2012**

**Nancy Eschief Murillo, Chair
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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

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Section 1.2 - Signed Bylaws I.C. §§33-5204 (1), §§30-3-21(1)

Section 1.3 - Application for Non-Profit Status I.C. §§33-5204 (1)

Section 1.4 - Signatures of Qualified Electors I.C. §§33-5205 (1)(a), §§33-5205 (3)

Section 1.5 - Proof of Charter Start 101 Workshop Attendance I.C. §§33-5205 (5)

Section 1.6 – Vision Statement and Mission Statement I.C. 08.02.04.202

Section 1.1 - Articles of Incorporation, CTEA, Inc (See Appendix A)

Section 1.2 - CTEA Bylaws (See Appendix B)

Section 1.3 - Signatures of Qualified Electors

1.3.1 Petition of Qualified Electors. Chief Tahgee Elementary Academy (CTEA) will provide no less than thirty (30) signatures of qualified electors from the designated attendance area as specified in Idaho Code §§ 33-5205 (1) (a) and §§33-5205 (3) (See Appendix C).

Section 1.4 - Proof of Attendance at Charter Start 101 Workshop

1.4.1 Charter Start 101 Workshop Attendance. In compliance with Idaho Code §§33-5205 (5), a founder of CTEA will be required to attend the Charter Start 101 Workshop (See Appendix D).

Section 1.5 - Vision & Mission Statements I.C. 08.02.04.202

1.5.1 Vision Statement. CTEA will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape, where culture is an indispensable resource –the very heart and soul of the school. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. In our one-way language immersion program, students who already speak English will be “immersed” in their Native language. CTEA envisions a place of learning where all students are given the opportunity to develop the intellectual skills and social capacities needed to lead successful lives.

1.5.2 Mission Statement. The mission of CTEA is to provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and another language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages:

- Enhanced cognitive skills
- Greater success in cross-cultural communication
- More career opportunities
- Enhanced problem-solving skills
- Preparation for the global economy

TAB 2: Proposed Operation and Potential Effects of the Public Charter School

Section 2.1 - Proposed Operations I.C. §§33-5205 (4)

- 2.1.1** Open Meeting Law
- 2.1.2** Public Records Law
- 2.1.3** Location & Attendance Area
- 2.1.4** Target Size
- 2.1.4** Facilities
- 2.1.5** Potential Civil Liability

Section 2.2 - Potential Effects I.C. §§33-5205 (4)

Section 2.3 - Insurance Coverage I.C. §§33-5204(4)

Section 2.1 - Proposed Operations

- 2.1.1 *Open Meeting Law.*** All Board of Directors meetings will be conducted in compliance with, and subject to, all regulations addressed in the Idaho Open Meeting Law I.C. §§67-2340 through §§67-2347.
- 2.1.2 *Public Records Law.*** All school functions are subject to all the regulations addressed in the Idaho Public Records Law I.C. §§9-337 through §§9-350.
- 2.1.3 *Location & Primary Attendance Area.*** CTEA will be physically located within the boundaries of the Pocatello School District #25 on the Fort Hall Indian Reservation. The Fort Hall Business Council FHBC (Resolution CULT-2012-0681) has resolved to provide 20 acres for the CTEA school site located within the area designated as "school reserve" (Resolution LAND-91- 0321) (See Appendix E). Two other suitable site locations have been also identified within the school reserve. The school will have a contiguous primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §33-5205 (3) (j), however, students from other areas may be enrolled (See Appendix F).
- 2.1.4 *Target Size.*** An enrollment cap of one hundred fourteen (114) will be in effect for the first year (1) of operation, one hundred forty-six (146) the second year (2), one hundred seventy-eight (178) in the third year (3) of operations, and two-hundred ten (210) in the fourth (4) year. During the first year (1) of operation, CTEA will cap enrollment in kindergarten at thirty (30) students and grades one (1) through six (6) at fourteen (14) students per grade; grades one/two, three/four, and five/six will be combined classes (See Appendix G). In the second year (2) of operation, there will be an enrollment cap of thirty (30) students in grades K-2 and fourteen (14) for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third year (3), grades K-4 will have an enrollment cap of thirty (30) students and grades five (5) and six (6) will retain a cap of fourteen (14) students; grades five/six will remain combined. In the fourth year (4) of operation and beyond, all grades will have an enrollment cap of thirty (30) students per grade. At that time, and with approval from the ACE, the Board will evaluate and determine if it is viable for CTEA to further expand. When deemed in the best interest of the school, and with approval from the ACE, the Board may decrease the enrollment cap per grade.
- 2.1.5 *Facilities.*** In order to facilitate the instruction of the student body and operate its academic program, the CTEA Board will acquire and maintain facilities in compliance with federal and state regulations, specifically I.C. §§33-5205 (4). The primary site will be located within the identical boundaries of the Pocatello School District #25. CTEA has been provided a location on the Fort Hall Indian Reservation by resolution of the Shoshone-Bannock Tribal Council for the use of a portable campus model. If deemed more appropriate by the Board and the Shoshone-Bannock Tribal Council, another location may be provided. This facilities plan ensures that adequate instructional, office, library, and other space appropriate for its student population will be available (See Appendix H).

2.1.5.1 Idaho Code §§39-4130 Compliance. CTEA will provide the ACE with certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools. All CTEA facilities will be inspected to assure compliance with Idaho Code. §§39-4130 and the Americans with Disabilities Act and a report submitted to the ACE and the State Department of Education no later than thirty (30) days before the school initially opens and then within seven (7) days of receipt, thereafter. The Board will develop all procedures to meet said health and safety requirements in accordance with state and federal regulation.

2.1.6 Potential Civil Liability

2.1.6.1 Damages and Injury. The Shoshone-Bannock Tribes, Idaho State Board of Education, the State Department of Education, or the ACE will not 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 CTEA.

2.1.6.2 Liability to the Shoshone-Bannock Tribes. The Shoshone-Bannock Tribes will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the Shoshone-Bannock Tribes and the school.

2.1.6.3 Liability to Authorizing Chartering Entity. The ACE will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the district or Public Charter School Commission and the school.

Section 2.2 Potential Effects

2.2.1 Recruiting & Contracts. CTEA will actively recruit from its compact and contiguous primary attendance area, including, the Blackfoot and Pocatello school districts and the entirety of the Fort Hall Indian Reservation. The Board of Directors retains the authority to contract with outside providers for a variety of special services as deemed appropriate. Examples of these may include: psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, technology, financial, or other administrative.

2.2.2 Enrollment. According to state testing statistics, Fort Hall Elementary School averages approximately twenty-nine (29) students per grade, the Blackfoot School District enrolls approximately twenty (20) American Indian students per grade throughout the district, Tyhee Elementary School matriculates approximately twenty-five (25) American Indian students per grade, and the rest of the elementary schools in Pocatello School District enroll approximately twenty (20) students. Also, Lillian Vallely School enrolls approximately five (5) students per grade. This totals a low approximated average of one hundred (100) American Indian students per grade.

2.2.2.1 CTEA firmly believes that bilingualism develops cognitive ability and increase academic achievement; consequently, the Board encourages enrollment of all

students. CTEA's nondiscrimination policy and broad primary attendance area boundaries are indicative of its desire to include all who would chose to attend. Currently, Fort Hall Elementary School has a student population comprised of eighty-five (85%) percent American Indians. Due to CTEA's program, enrollment cap, and lottery, it is projected that ninety-five percent (95%) of CTEA students will be American Indian; approximately one (1) student per grade would be non-Indian.

2.2.2.2 CTEA projects a minimum enrollment average of fourteen (14) students per grade and thirty (30) in kindergarten during the initial year of operation fifteen percent (15%) of the American Indian population throughout the attendance area and one percent (1%) of the total student population. At capacity, it is projected that CTEA will enroll approximately twenty-nine percent (29%) of the American Indian student population and two percent (2%) of the total student population throughout its primary attendance area.

2.2.3 Potential Impacts. As with all change, there are potential positive and negative impacts on the local communities, school districts, and the students. It is evident that the benefits of CTEA's educational program far outweigh the costs (See Appendix AC).

Section 2.3 - Insurance Coverage

2.3.1 Insurance. As delineated in Idaho Code §§33-5204(4), CTEA will secure insurance for liability and property loss. Liability and property insurance will be similar to the coverage purchased by that of other similar districts.

2.3.2 Liability and Property. CTEA will procure and maintain insurance for liability and property loss in amounts as required by Idaho Code §§33-5204(4). Provision for liability and property loss will be made for general liability, vehicle liability, professional liability, and Directors and officer liability in the annual budget. CTEA will insure all assets, facilities, and equipment against loss and liability of not less than \$1million per person, \$5 million aggregate; in compliance with Idaho State requirements, other such limits may be determined by the Board.

2.3.3 Errors and Omissions. CTEA will procure and maintain insurance for errors and omissions with limits not less than \$1 million dollars or deemed in the best interest of the school by the Board of Directors.

2.3.4 Proof of Insurance. CTEA will provide the ACE with declaration pages of all other types and amounts of insurance required upon acquisition, or a minimum of thirty (30) days prior to the opening of the school.

2.3.5 Cancellation or Non-Renewal. The ACE will be given a sixty-day notice of cancellation or non-renewal of said insurance. A copy of the proof of insurance will be given to the ACE within thirty (30) days each time it is renewed to insure continuous coverage.

TAB 3: Educational Program and Goals

Section 3.1 – Educated Person in the 21st Century I.C. §§33-5205 (3)(a)

Section 3.2 - How Learning Best Occurs I.C. §§33-5205 (3)(a)

Section 3.3 - Educational Program and Goals I.C. §§33-1612 & §§33-5205 (3)(a)

Section 3.4 - Provisions for Special Education and Programs I.C. §§33-5205 (3)(r)

Section 3.5 - Dual Enrollment I.C. §§33-203 & 33-5205 (3)(s)

Section 3.6 - Provisions for Gifted and Talented I.C. §§33-2003

Section 3.7 - Provisions for Limited English Proficiency §§33-1617,
08.02.03.112(5)

Section 3.1 - Definition of Educated Person in the 21st Century

3.1.1 The fundamental characteristic of the 21st Century is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time the world is becoming increasingly interdependent. To be an educated person and global citizen in the 21st Century, our students need to have a foundation of knowledge and skills that will enable them to acquire and critically analyze, synthesize, evaluate, understand, and communicate knowledge and information. An educated person must also have the ability to function effectively whether in familiar or unfamiliar situations, both in personal and intellectual life, and have the ability to develop skills that respond to changing professional requirements and new challenges in society. He or she must have the ability to take skills previously gained from the study of one set of problems and apply them to another. He or she must be able to locate, understand, critically interpret, evaluate, and use information in an appropriate way and ultimately be able to communicate his or her synthesis and understanding of that information in a clear and accurate manner. With these characteristics in mind, and in response to community concerns about low academic achievement, middle and high school dropout rates, and the loss of language and culture, the vision of CTEA evolved. The educational programs at CTEA will be customized to meet the specific needs of the community and designed to accelerate learning and improve academic achievement. Research suggests that a bilingual education fosters greater meta-linguistic awareness, enhances English language development, and reinforces reading and other academic skills. CTEA's goal is to create an educational environment where students will learn in a nurturing and safe setting while pursuing "the Power of Two," or the ability to speak, read, and write proficiently in two languages. Students who have the "Power of Two" are better prepared to meet the challenges of a global society and possess enhanced intellectual skills, increased levels of creativity, greater success in cross-cultural communication, greater academic achievement, and more career opportunities. The method of achieving bilingualism is a one-way immersion model where students who already speak English will be immersed in the heritage language for most of the day in kindergarten. At CTEA each child's language and culture will be regarded as an indispensable resource, the very heart and soul of the school. Students at CTEA will develop habits that include cultural values and moral reasoning, diligence, intellectual curiosity, cross-cultural awareness, and a respect for family, community, and scholarship in order to become empowered citizens in their community and beyond.

Section 3.2 - How Learning Best Occurs

3.2.1 Heritage language acquisition best occurs through early and sustained immersion in the target language. Two distinct heritage languages are spoken on the Fort Hall Indian Reservation: Shoshoni and Bannock. The decision to begin with instruction in Shoshoni is directly related to the existing number of available fluent speakers, teachers and resources. However, after successfully establishing a Shoshoni language immersion program and predicated upon the then available fluent speakers, teachers, and resources, the goal is to also initiate a Bannock language immersion program beginning with a

Bannock kindergarten and thereafter adding one grade of Bannock immersion each year. CTEA envisions eventually having a trilingual program: Shoshoni/English or Bannock/English.

- 3.2.1.1** CTEA's method of achieving bilingualism is one-way immersion in the target language. Students who already speak English will be "immersed" in Shoshoni for most of the day in kindergarten. Each year thereafter, the amount of English instruction will be increased until there is a 50/50 balance between the two languages. The power of this program is that it is a school-wide endeavor rather than an auxiliary program.
- 3.2.1.2** CTEA has extensively researched multiple models of language immersion programs and language immersion methodologies and techniques. This research includes visiting heritage language immersion schools in New Mexico and Arizona where Navajo (Dine) and Acoma Pueblo immersion schools have a long and successful history. Moreover, CTEA is collaborating with scholars from Idaho State University, Utah State University, University of Utah (Center for American Indian Languages), University of New Mexico, and Northern Arizona University. The model for CTEA is Puente De Hozho, a tri-lingual (Navajo/English or Spanish/English) language immersion public magnet school in Flagstaff, AZ. The demographics of Puente's enrollment area are similar to the student population from which CTEA will draw. Approximately 10% (6,000) of Flagstaff's population of 60,000 identify as American Indian, although not all of those who identify as American Indian are Navajo who would enroll their students in the Navajo language immersion program. In comparison, CTEA's enrollment area includes all of the Fort Hall Indian Reservation (5,800 enrolled tribal members), Pocatello School District 25, a population of approximately 54,255 with 1.35% (732) identifying as American Indian, and Blackfoot School District 55, a population of approximately 11,899 with 2.51% (298) identifying as American Indian. In terms of academic achievement, the students at Puente in the Navajo/English one-way immersion program scored at the 71st percentile in Reading and at the 84th percentile in Math on the spring 2003 Stanford 9 Achievement Test (SAT 9) and from 2003 - 2010 made AYP in all categories. Recent scores from Puente demonstrate that students in language immersion programs do better overall than students in English only academic programs.
- 3.2.1.3** At CTEA students will achieve high academic attainment, become highly proficient in two languages, become grounded in the Shoshone-Bannock culture, and develop sensitivities to other cultures. Heritage language immersion is a proven educational methodology in which the school curriculum is taught through the medium of the target language. Research indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering the English language (Met, 2004).
- 3.2.1.4** At CTEA we believe that students learn in multiple ways but largely by constructing meaning for what they experience. Students do not simply absorb knowledge that is presented to them, rather, they try to make sense of it, often by

connecting knowledge being learned to other information or mental organizations already present. Piaget referred to this process as assimilation and accommodation (1970). Research on the learning styles of American Indian students suggests that Native students exhibit learning styles different from mainstream students (Swisher, 1991). Learning styles in general largely reflect a culturally determined set of values. We therefore believe that cultural differences in the socialization process and in learning style preferences develop during children's early learning experiences.

3.2.2 Research also suggests that an integrated thematic curriculum centered in culture and the heritage language, accompanied by a constructivist approach along with the use kinesthetic methodologies, best facilitates learning by American Indian students (Crawford, 1992). Families, especially extended families, are the central segment of many American Indian societies, so collaboration between students, teachers and families are an essential element for our students' learning process. Curriculum will be Shoshone-Bannock specific centered on the unifying concept of deniwape (lifeways of the people) with language, content, and culture integrated to address American Indian student's differences in learning styles and to facilitate improved student learning and the best learning outcomes for all students at CTEA. For example, deniwape cultural values incorporated into instructional practices that impact American Indian students' learning styles include discipline, group harmony, and a holistic approach to health and spirituality. These values all speak to the integral aspects of one's life that communicate balance and respect and impact the way in which one approaches a new learning situation. The values of careful listening and careful observation also reflect the cultural value held by many American Indians that it is virtuous to be a good listener and to learn as much as one can from studying the environment, including the many messages that are transmitted by nonverbal behavior. CTEA expects few non-American Indian students. However, CTEA will draw students from three school districts and it is possible that non-Indian families or blended families will want their children to have the advantages of bilingualism. All students will do well in CTEA's educational program. Just as English speaking students in Spanish or other language immersion programs experience success in those programs and typically out-test English only students, we expect that all students will outperform their non-immersion counterparts. In Utah, for example, Chinese immersion students perform 6-11 percent better than non-immersion students on state board examinations (White, 2012). Further, our curriculum will enhance cross-cultural understanding to better prepare all students academically, socially, and culturally to meet the future challenges of a global society

Section 3.3 - Educational Program and Goals.

3.3.1 Description. CTEA is an innovative heritage language immersion school that prioritizes providing a challenging and comprehensive education for Kindergarten through 6th grade students and preparing them to be inquisitive and analytic lifelong learners in the 21st Century. CTEA began as a grassroots effort to work with School District #25 and School District #55 to address the unique educational needs of American Indian students. Of primary concern were the historically low academic achievement outcomes, absenteeism, and disproportionately high dropout rates of Fort Hall students. The primary intent of the CTEA founders was to find a

way to reverse the history of low academic achievement. Through much research and discussion it became evident that the best method to accomplish this was through language and cultural immersion. Thus CTEA established three major goals: academic achievement, revitalization of the Shoshoni language, and preservation of the Shoshone-Bannock culture. Research indicates that language is inextricably bound to one's cultural values, and that cultural values are psychological imperatives that affect one's self-awareness, identity, interpersonal relationships, self-confidence, and success in life (Crawford, 1992). Evidence-based research also demonstrates that bilingual education enhances cognitive development (Hakuta, 1985; Pease-Alvarez, 1992; Au, 1998; Au, 1995; Diaz, 1985). Children who learn a second language (in this case, heritage language) beginning in early childhood demonstrate certain cognitive advantages over children who do not. Finally, similar indigenous language revitalization programs, such as the Te Kohanga (Maori) in New Zealand, the Cree Way in Quebec, Canada, the Puana Leo (Hawaiian) in Hawaii, and the Hualapai in Arizona, have resulted in lower dropout rates, a heightened sense of heritage and identity, and improved test scores (Stiles, 1997). Preliminary results in Arizona and New Mexico from Navajo language immersion programs are also demonstrating significantly improved test scores (D. Trubakoff, Principal, Puente de Hozho, personal communication, September 19, 20011; M. Fillerup, Bilingual Director, Flagstaff Unified School District, personal communication, M. Madsen, Principal, Eva B. Stokely, Shiprock, NM, personal communication, September 22, 2011; Marlena Shepard, Curriculum Coordinator, Shiprock Consolidated School District, September 22, 2011; September 22, 2011; R. Tayah, Principal, Tsehootsooi Dine Bi Olta, Ft. Defiance, AZ personal communication, September 23, 2011).

3.3.2 Educational Program. The Shoshoni first educational program of CTEA is a collaborative effort of the learning community that prioritizes teaching the whole child and Shoshoni language fluency where all courses are taught through the lens of Shoshone culture. Our students will first develop initial literacy in the Shoshoni language and then progress to a complete understanding of Shoshoni and English. Research indicates that the many cognitive processes that underlie the ability to read a language, other than the first language, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud N., 2000). Shoshoni language instruction will provide Fort Hall students with academic, affective, linguistic, cultural, and psychological benefits that will prepare them for success in two worlds. Therefore, instruction is in Shoshoni, so that the students learn to read, write, and speak the Shoshoni language as they learn the standard curriculum. Cross-curricular thematic instruction will be heavily influenced by the sciences, and the performing and visual arts. In essence, our immersion program will not only teach students Shoshoni, it will strengthen their understanding of English and all other academic skills as well.

3.3.2.1 CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated

and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). At the heart of Shoshone-Bannock culture is the concept “deniwape” which means “lifeways of the people.” Deniwape is the unifying theme of CTEA curriculum which is designed to help students develop themselves intellectually, physically, spiritually, and socially. The curriculum, heavily influenced by the sciences, will be organized around global themes. Global themes are the organizing framework for CTEA's curriculum and represent concepts from deniwape and the corresponding cardinal direction and seasonal cultural activities of the Shoshone-Bannock peoples. Focusing on the same global theme, all subjects will be presented holistically to the students. Thematic units, like those found in the Full Option Science System (FOSS), will be integrated into each global theme. Each thematic unit will include a goal, objectives, key vocabulary, and suggested activities. Objectives will be correlated with the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness and suggested activities will be cross-referenced with the unit objectives. CTEA's program will also build on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards (See Appendix I).

3.3.2.2 Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).

3.3.2.3 The CTEA educational program is based upon the following assumptions and assertions:

3.3.2.3.1 Language is the life-blood of culture.

3.3.2.3.2 The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).

3.3.2.3.3 It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.

- 3.3.2.3.4** An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 3.3.2.3.5** A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.
- 3.3.2.3.6** The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 3.3.2.3.7** People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.
- 3.3.2.3.8** CTEA K-6 educational program is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real social and cultural world that the students experience. CTEA’s integrated thematic curriculum is a strategy based on the premise that learning is a series of connections. The integrated thematic curriculum uses theme teaching, projects, and units to cover a variety of material centered in deniwape and heavily influenced by the sciences, to effectively teach all Common Core and Idaho State Standards. This approach allows students to learn in a way that is most natural to them. The educational program is enhanced by building webs made up of themes of interest to the children, with benefits for all. These benefits include more adequate coverage of curriculum, use of natural learning, building on children's interests, teaching skills in meaningful contexts, and more flexibility.
- 3.3.2.3.9** CTEA’s thematic teaching units involve a group of correlated activities that are designed around topics or themes and cross several areas of the curriculum. They provide an environment that fosters and encourages process learning and active involvement of all students. They build on students' interests and prior knowledge by focusing on topics relevant to their lives. They will help students relate to real-life experiences and build on what they know. Thematic units provide one of the best vehicles for integrating content areas in a way that makes sense to children and helps them make connections to transfer knowledge they learn and apply it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.
- 3.3.2.3.10** The benefits of CTEA’s thematic approach include:
- Learning in-depth factual information;
 - Becoming physically involved with learning;
 - Learning process skills;

- Learning “how to learn”;
- Integrating learning in a holistic way;
- Promoting group cohesiveness;
- Addressing individual needs; and
- Motivating students and teachers.

3.3.3 Educational Goals. CTEA’s overarching goal is teaching the whole child in order to construct a learning environment where students, teachers, and parents learn, work, and problem-solve together. The measure of high student achievement will be the development of each child to his or her full potential. Students will have both individual and group educational objectives. The seven correlates that guide our program are: strong instructional leadership, a clear and focused culturally relevant mission, a climate of high expectations for success, a safe and orderly environment, frequent monitoring of student progress, opportunity to learn/student time on task, and positive home, school, and community relations. The following are the primary goals of the Shoshoni language immersion program:

3.3.3.1 BILINGUALISM: Students will acquire the ability to speak, read, write, and communicate effectively in different social and cultural contexts in their heritage and English languages.

3.3.3.2 ACADEMIC ACHIEVEMENT: Students will meet the national, tribal, and state standards in all academic subjects.

3.3.3.3 CULTURAL ENRICHMENT: Students will gain an in-depth understanding of the Shoshone-Bannock culture and its relationship philosophically, historically, socially, and spiritually to the social and academic mainstream.

3.3.3.4 The aim of our curriculum is ambitious: to teach all students at the school through the use of the Shoshoni language (See Appendix K). Since the late 19th Century, English only policies in education have been enforced to immerse American Indian children in European-American culture, yet still large academic achievement gaps and high drop-out rates remain. Fort Hall Elementary School is an example of the stark achievement gap between American Indian students and non-Indian students, having been ranked the lowest school in the State of Idaho on achievement test for the past five (5) years in a row. At this time, we are developing Shoshoni language curriculum and curricular materials for Kindergarten and the Kindergarten home-school language outreach program.

3.3.3.5 The school will open in the fall of 2013 with grades K-6. At that time, only kindergarten will be a Shoshoni language immersion classroom with students taught 90 percent of the day through the use of the Shoshoni language. Language and literacy in the target language supports the development of language and literacy in English. Children who speak more than one language are thought to have greater mental flexibility and can use those skills to figure out math concepts and word problems. Bilinguals have also been shown to be better than monolinguals when it comes to learning a third language. The Shoshoni language is written phonetically using the English (Latin) alphabet. For example, kindergarten students will follow words from left to right and from top to bottom on the

printed page; identify the difference between a letter, a word, and a sentence, show the one-to-one correspondence between a spoken word and a printed word, recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words, etc. in two languages—Shoshoni and English. Thirty-five minutes of each day will be afforded directly to English Language Arts. CTEA will prepare students for all standardized testing required by the state. As cited above, students in language immersion programs generally out-test their English only peers. The immersion classroom may demand unique classroom management strategies for the purpose of cultivating language learning. Classroom management strategies utilizing positive behavior support and instructional strategies that build the routines for the target language production are key to production of the target language and include:

- 3.3.5.1** Consistent teacher expectation for students to speak the target language;
 - 3.3.5.2** Clear boundary for separation of languages;
 - 3.3.5.3** Instructional routines/strategies designed to engage students in sustained discourse in the target language;
 - 3.3.5.4** Positive student perception of teacher, classroom environment and the target language; and
 - 3.3.5.5** The ability to motivate students;
- 3.3.3.6** Each year Shoshoni language curriculum and curricular materials will be developed for the following year. CTEA will pre-test several kindergarten language immersion thematic units at the Shoshone-Bannock Tribes Head Start program for the purpose of evaluation and assessment prior to full-time application in Fall 2013.
- 3.3.3.7** CTEA is confident that there are sufficient fluent Shoshoni speakers to fulfill the mission of the school (See Appendix K). Teachers who are highly qualified but newly fluent or gaining fluency will not be classroom Shoshoni language immersion teachers until they have been certified as fluent by the Fort Hall Business Council and then certified as language instructors by the State of Idaho. This same language certification process has been used for high school Shoshoni language instructors. As a result, CTEA Shoshoni language immersion teachers must be certified by the State of Idaho as highly qualified elementary education teachers as well as certified Shoshoni language instructors. All teachers, regardless of classroom experience, will require extensive training and oversight in the use of Total Physical Response (TPR) and other accelerated language acquisition techniques (See Appendix AD). All teachers, whether veteran or new teachers, will also require training on the implementation of the thematic curriculum. The Coordinator of Curriculum & Instruction will provide training and coordination of the instructional activities of teachers, paraprofessionals, aides, and volunteers and oversee curriculum design and evaluation of curriculum goals and objectives. Below is a table reflecting

the number of highly qualified teachers and paraprofessionals required by CTEA:

CTEA Timeline for Highly Qualified Fluent Shoshoni Teachers		
School Year	Total Number of Highly Qualified Fluent Shoshoni Teachers w/ Grades	Total Number of Bilingual .05 FTE (1.0 FTE) Paraprofessionals
2013	1 (K)	4-5
2014	2 (K-1)	6
2015	3 (K-2)	7 (3.5)
2016	4 (K-3)	8 (4)
2017	5 (K-4)	9 (4.5)
2018	6 (K-5)	10 (5)
2019*	6 (K-6)	10 (5)

*2019 = 5th and 6th grades will share one full-time, highly qualified, and fluent Shoshoni teacher for 50 percent (three hours) of day.

3.3.3.8 First through sixth grades will include language and cultural enrichment classes. Each subsequent year an additional grade level of immersion will be implemented until instruction through the use of the Shoshoni language is a school-wide practice. Another CTEA goal is to create positive change in the way K-6 grade education is taught so that our children can achieve their highest learning potential.

3.3.3.9 CTEA will address student attrition in the later years of operation by enrolling up to 30 students in Kindergarten cohorts as it is not likely empty seats in the upper grades will be possible to fill. CTEA has projected its long-term budget to reflect an attrition rate of ten percent (10%) by the third (3rd) grade and twenty percent (20%) by the 5th grade when the first kindergarten cohort reaches these grades; class sizes would be twenty-seven (27) and twenty-four (24) respectively. Even if attrition rates reach thirty-five percent (35%) by the fifth (5th) grade (20 students), revenue will still be sufficient to operate the school. This also allows for available space within the per-grade caps for all thirty (30) students in a cohort to move up through each grade if they wish to do so. Students in the upper grades will be fluent in the target language and 50% of the day will be taught in the target language. CTEA will require parents wishing to enroll students in the upper grades to visit the classroom with their student(s) to observe instruction to determine whether their student(s) will do well in the immersion environment. The following tables demonstrate the percentage of time each day students spend learning in Shoshoni

and English at each grade level and the targeted benchmark of attaining the language goal:

Table 1. Projected Benchmarks for Shoshoni Language Immersion

Grade	Percentage of Day (time) in Shoshoni	Percentage of Day (time) in English Language	Benchmark Year
K*	90%	10%/35 min.	2013
1	85%	15%/55 min.	2014
2	80%	20%/1 hr. 15 min.	2015
3	70%	30%/ 1 hr. 50 min.	2016
4	60%	40%/2 hrs. 20 min	2017
5	50%	50%/ 3 hrs.	2018
6	50%	50%/3 hrs.	2019

*Full-day Kindergarten

Table 2. First Year Shoshoni Immersion -- 2013

Grade	Percentage of Day (time) in Shoshoni	Percentage of Day (time) in English Language
K	90%	10%/35 min
1 & 2	Language and cultural enrichment classes only	85%
3 & 4	Language and cultural enrichment classes only	85%
5 & 6	Language and cultural enrichment classes only	85%

Table 3. Second Year Shoshoni Immersion -- 2014

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	Language and cultural enrichment classes only	85%
3 & 4	Language and cultural enrichment classes only	85%
5, & 6	Language and cultural enrichment classes only	85%

Table 4. Third Year Shoshoni Immersion – 2015

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language Arts
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min
3 & 4	Language and cultural enrichment classes only	85%
5 & 6	Language and cultural enrichment classes only	85%

Table 5. Fourth Year Shoshoni Immersion – 2016

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4, 5 & 6	Language and cultural enrichment classes only	85%

Table 6. Fifth Year Shoshoni Immersion – 2017

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	90%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5 & 6	Language and cultural enrichment classes only	85%

Table 7. Sixth Year Shoshoni Immersion – 2018

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5	50%	50%/ 3 hrs.
6	Language and cultural enrichment classes only	85%

Table 8. Seventh Year Shoshoni Immersion – 2019

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5	50%	50%/3 hrs.
6	50%	50%/3 hrs.

3.3.3.10 The above tables illustrate the primary goals and benchmarks of the CTEA language immersion program. However, after evaluation and assessment it may be necessary to adjust percentages of time spent each day in the target and English languages to meet student needs. Additionally, CTEA may find it necessary to temporarily modify these benchmarks in order to respond to events such as loss of certified fluent

staff and/or student attrition. An example of modified language benchmarks could be the 50/50 model (as opposed to the above incremental language immersion model) utilized by the bilingual (Mandarin, French, and Spanish) programs in the State of Utah. However, CTEA's Board and administration assures the ACE that an intense, long-term commitment in remaining true to the school's vision and will return as quickly as possible, if compromise is necessary, in order to ensure the fulfillment of the charter.

3.3.4 *Instructional Materials.* CTEA will follow the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness when selecting or developing its curricular materials. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between teachers, parents, Director, Coordinator, and the Board of Directors. CTEA plans to purchase a thematic curriculum such as the Foss Science system. The Coordinator of Curriculum and Instruction, in collaboration with the Shoshone-Bannock Tribes Language and Cultural Preservation Department language and cultural specialists, will adapt, modify, and develop curricular materials in Shoshoni. The CTEA Board believes that the Coordinator of Curriculum & Instruction position is critical to the success of CTEA and has accounted for this position in the projected budget; however, in the event that finances do not permit this position to be filled, the Board will ensure continued oversight. As in other indigenous language programs, one year of curricular materials will be developed each year as the immersion students progress to the next grade. Kindergarten curricular materials are now being developed for the 2013-2014 school year. Costs for the production and printing of Shoshoni curricular materials and language specialists will be incurred by the Shoshone-Bannock Tribes. CTEA has entered into a memorandum of agreement with the Shoshone-Bannock Tribes Language and Cultural Preservation Department to solidify this collaboration and agreement (See Appendix AB). Costs for curriculum design are included in CTEA budget projections.

3.3.5 *Educational Thoroughness Standards.* CTEA will fulfill the thoroughness standards identified in Idaho Code. Idaho Code §§33-1612 defines a thorough system of public schools by the following standards:

3.3.5.1 *Standard 1.* A safe environment conducive to learning is provided.

3.3.5.1.1 *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.

3.3.5.1.2 *Objectives:* CTEA will:

3.3.5.1.2.1 Develop policy and procedure for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe

equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

3.3.5.1.2.2 Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.

3.3.5.1.2.3 Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

3.3.5.1.2.4 Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

3.3.5.2 Standard 2. Educators are empowered to maintain classroom discipline.

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

3.3.5.2.2 Objectives: CTEA will:

3.3.5.2.2.1 Develop a school-wide positive behavior support system, centered in Shoshone-Bannock cultural ways, to create a school environment that promotes and supports appropriate behavior of all students.

3.3.5.2.2.2 Adapt the policies into a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.

3.3.5.2.2.3 Provide a school-wide process for teachers to handle minor and major infractions in the classroom setting.

3.3.5.2.2.4 Teach appropriate behaviors and foster responsible decision-making skills.

3.3.5.2.2.5 Establish and maintain consistent rules aligned throughout the school.

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

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

3.3.5.3.2 Objectives: CTEA will:

- 3.3.5.3.2.1 Utilize the general philosophy of the Shoshone-Bannock Tribes' cultural program and standards to instill important values.
- 3.3.5.3.2.2 Emphasize the importance of adults modeling culturally important values at school.
- 3.3.5.3.2.3 Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- 3.3.5.3.2.4 Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

3.3.5.4 **Standard 4.** The skills necessary to communicate effectively are taught.

3.3.5.4.1 **Goal:** Teach students a range of effective communication skills required for future success.

3.3.5.4.2 **Objectives:** CTEA will:

- 3.3.5.4.2.1 Emphasize meaningful language experience in the language arts, enhanced by dramatization and the heritage language along with accelerated language learning methods, e.g., Total Physical Response (TPR).
- 3.3.5.4.2.2 Provide access to computers to teach students basic computer skills and appropriate communication through technology (via e-mail and the Internet).
- 3.3.5.4.2.3 Provide instruction in the heritage language. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

3.3.5.5 **Standard 5.** A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

3.3.5.5.1 **Goal:** Develop an educational program that is dynamic, interactive, and integrated. CTEA will employ a thematic approach, heavily influenced by the sciences through global themes which exist in Shoshone-Bannock culture (e.g., Foss Science System).

3.3.5.5.2 **Objectives:** CTEA will:

- 3.3.5.5.2.1 Meet the Common Core Standards, including those related to English, and use the standards to drive the critical elements of the educational program. CTEA will adopt curriculum mapping to ensure that the Idaho State Standards and the Common Core standards are aligned and that curriculum and assessment are integrated. Curriculum mapping allows for both horizontal and vertical alignment and also organizes content, skills, assessments, and resources over time. The Coordinator of Curriculum & Instruction will, in collaboration with the Director of School Programs and the language and cultural specialists of the Shoshone-Bannock Tribes Language & Cultural Preservation Department, align cultural and language requirements with the common core state standards. An example of CTEA Kindergarten Shoshoni language standards and alignment is attached in Appendix J:
- 3.3.5.5.2.2 Use a variety of methods to ensure student learning, including but not limited to: accelerated language learning methods and techniques (e.g. language immersion and Total Physical Response) that will be utilized across all content areas.
- 3.3.5.5.2.3 Present subject matter (language arts, science, math, social studies, etc.) holistically through global themes. Instruction will be experience-based and project-centered and will encourage the use of hand-on activities and critical interaction with peers, teachers, and texts.
- 3.3.5.5.2.4 Together, the student, parents and educator will consider the student's strengths and weaknesses to improve student learning.

3.3.5.6 **Standard 6.** The skills necessary for the students to enter the workforce are taught.

3.3.5.6.1 **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.

3.3.5.6.2 **Objectives:** CTEA will:

- 3.3.5.6.2.1 Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- 3.3.5.6.2.2 Provide an environment encouraging the effective use of technology.
- 3.3.5.6.2.3 Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- 3.3.5.6.2.4 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; organizational skills; study skills; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

3.3.5.7 **Standard 7.** The students are introduced to current technology.

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

3.3.5.7.2 **Objectives:** CTEA will:

- 3.3.5.7.2.1 Use interactive technology as tools in an integrated educational program.
- 3.3.5.7.2.2 All students leaving CTEA will possess grade level competencies in using both a word processing and spreadsheet package.
- 3.3.5.7.2.3 Use computers as tools for such activities as language learning, accessing research information, authoring, computation, record keeping and data storage, time and scheduling software (e.g., Outlook Express), and communication (email).
- 3.3.5.7.2.4 Students will be required to complete a technology assessment portfolio documenting their proficiency.

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

3.3.5.8.1 Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

3.3.5.8.2 Objectives: CTEA will:

3.3.5.8.2.1 Provide a comprehensive program of community service by the third year of operation that reflects responsible citizenship in a democratic society and an interdependent world.

3.3.5.8.2.2 Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

3.3.5.8.2.3 Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

3.3.5.9 Achievement. CTEA will achieve the Thoroughness Standards through well trained, competent, highly qualified faculty members and staff. Faculty training will focus on individual improvements, both personal and instructional; regularly scheduled staff meetings and in-service days will be designated for this purpose. The school's size will facilitate the necessary enculturation, school/community participatory behaviors, and a safe environment. A strong emphasis on understanding and developing self-efficacy and motivation will guide the decision-making process and relationships throughout the school.

3.3.6 Data Collection and Measurement. In all program areas and at all levels, CTEA will measure student progress toward achieving learner goals and program area performance standards including: the content and data, the development of critical thinking and reasoning, and student attitude. CTEA expectations are that student attendance, engagement, and rates of achievement will accelerate beyond the levels they were attaining before attending CTEA and will meet or exceed proficiency levels as defined by the No Child Left Behind Act (NCLB) and the State Department of Education. In order to demonstrate these achievements, student performance will be measured using a variety of assessments, including state and federally mandated standardized tests, curriculum-based assessments, content standard assessments, and rubrics developed for determination of progress in technological literacy, project and experiment composition, engagement, and motivation.

3.3.7 Curriculum Development and Approval. With the ultimate approval of the Board of Directors, curriculum development will be led by the Director and the Curriculum, Instruction, and Assessment Coordinator. Initial development of each grade of Shoshoni language curriculum and curricular materials will be, at minimum a seven year project with one year of curriculum and curricular materials developed each year. Additionally, curriculum development will be on ongoing process with evaluation, assessment, and refinement annually. The curriculum will be implemented and evaluated through observations of the Coordinator, teachers, stakeholders, parents and students. Curriculum will also be evaluated through all assessments required by the No Child Left Behind Act (NCLB) or State of Idaho Waiver and the State Department of Education, curriculum-based assessment, content-based assessment, and rubrics.

3.3.8 Software and Textbooks. CTEA will follow the Idaho State Standards, the Common Core State Standards, and Rules Governing Thoroughness when selecting its curricula. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between the teachers, parents, Director, Coordinator, and Board of Directors.

3.3.9 Supplemental Educational Programs and Services. Provision of supplemental educational programs and services such as HIV/AIDS education, family life education, occupational education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be provided to students who require them from the first day of school. The Board of Directors, Director, faculty association, and parent association will work together to determine the need for, and estimated cost and value of, these programs. Outside contracts to meet specific identified needs will be negotiated by the Director on a need basis.

3.3.10 Academic Freedom and Controversial Issues. CTEA will offer an educational program appropriate to the level of student understanding which: 1) allows students to study and discuss controversial issues; 2) provides opportunities to examine evidence, facts, and differing viewpoints; and 3) teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

Section 3.4 - Provisions for Special Education and Programs

3.4.1 Compliance with Federal and State Law. The Board of Directors acknowledges the right of every student to receive a quality education; consequently, CTEA will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §§33-2001 through 2002, §§33-2004 through 2005, §§33-2010, and 08.02.03.109.

3.4.2 Idaho Special Education Manual. CTEA will adopt and comply with the most up-to-date version Idaho Special Education Manual. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing

individualized education plans, planning services, informing the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

- 3.4.3 Differentiated Instruction.** All special education, Section 504, IDEA, ADA, and Title I of the Improving America's Schools Act (IASA) of 1994 (Title I) classified students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops.
- 3.4.4 Policies and Procedures.** The Board of Directors will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Director. All students at CTEA will receive appropriate services as outlined in the following provisions.
- 3.4.5 Resources.** The Board of Directors will provide the necessary resources to ensure that students with disabilities receive adequate personnel, physical facilities, funding and contractual arrangements as required in Section 504, IDEA, ADA, and outlined in the students' Individualized Education Program (IEP).
- 3.4.6 Enrollment.** CTEA will not deny enrollment to a student with a disability solely due to that student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. CTEA will be prepared to provide special education services the first day of school.
- 3.4.7 Information Management.** CTEA will use the forms for special education as outlined in the Idaho Special Education Manual.
- 3.4.8 Multidisciplinary Teams.** The Director or designee will form multidisciplinary teams to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted.
- 3.4.9 Individualized Education Program.** In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

3.4.9.1 If an IEP team determines that the student's academic needs cannot be met on site, CTEA will contract with another agency to provide those services; however, the school will continue to monitor student progress.

3.4.10 *Screening.* The Director or designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the Idaho Special Education Manual, CTEA will:

3.4.10.1 Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

3.4.10.2 Ensure that staff and the school's constituents are informed of the availability of special education services.

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

3.4.11 *Least Restrictive Environments.* In compliance with the Idaho Special Education Manual and as identified on each student's IEP, CTEA will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be CTEA, another local school district site (if contract agreement is made), or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

3.4.11.1 *Based on student's IEP:* The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.

3.4.11.2 *Age Appropriate Peers:* Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3.4.11.3 *School of Attendance:* A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

3.4.11.4 *Harmful Effects:* Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs.

3.4.11.5 *Accommodations and/or Adaptations:* A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.

3.4.11.6 *Participation in Nonacademic and Extracurricular Services and Activities:* A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

3.4.12 *Discipline.* Multidisciplinary teams will be formed to address disciplinary problems by special education students. CTEA employees will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 12, and titled “Student Discipline”) and the district policy manual to address these issues.

3.4.12.1 *Discipline Policy.* The discipline policy as set forth in the Idaho Special Education Manual and outlined in Tab 7 of this petition will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

3.4.12.1 a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior;

3.4.12.2 the result of an inappropriate placement, and/or

3.4.12.3 the lack of provision of services consistent with the IEP and placement.

3.4.13 *Contracts.* CTEA may contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services; services may be provided by a paraprofessional under the direct supervision of a licensed therapist.

3.4.14 *Highly Qualified.* The Director will ensure that special education and special services personnel meet highly qualified standards as delineated in Tab 6 of this document.

3.4.15 *Professional Development.* All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Director or designee will provide a comprehensive professional development plan regarding special education, Section 504, IDEA, and ADA (See Appendix AD).

3.4.16 *Transportation.* Transportation for special needs students will be provided as dictated by the nature of the disability, which would include specialized transportation such as door-to-door. Unless the student is capable of getting to

school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or who resides further than (15) miles by road of the school's physical location.

3.4.17 *Special Programs and Interventions.* Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention, tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, CTEA will administer assessment to admit students into all special programs. Students deemed at risk will be screened and monitored using the Response to Intervention model and the appropriate interventions will be implemented as needed.

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

Section 3.5 - Dual Enrollment

3.5.1 *Dual Enrollment Students in Other Districts.* As delineated in Idaho Code §§33-203 and §§33-5205 (3)(s), CTEA students will have the opportunity to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended. Dual enrollment arrangements will be made between parents and the schools.

Section 3.6 - Provisions for Gifted and Talented

3.6.1 *Differentiated Instruction.* All gifted and talented students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This may include, but not be limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and pullout classes.

3.6.2 *Policies and Procedures.* CTEA will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §§33-2003.

- 3.6.3 Definition.** Gifted and talented students are those identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.
- 3.6.4 Identification.** CTEA will identify gifted and talented students using a variety of formal assessments (ISAT, Aprenda, Standardized Intelligence Test, or other equivalent assessment), informal assessments (teacher rating/observations, student records, including GPA, projects or work sample, parent questionnaire, student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The screening criteria will be age/grade appropriate, nondiscriminatory, and comply with the procedures set forth in all state and federal legislation. This will include a plan for continuity of services throughout grade levels and a plan for exits and removals from the program and requests for review.

Section 3.7 - Provisions for Limited English Proficiency

- 3.7.1 Differentiated Instruction.** All English Language Learners (ELL) have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's area of special needs. For LEP students, this may include, but not be limited to, clustering, push-in and pullout settings, and newcomer classes. In accordance with the Board's philosophy to provide a quality educational program for all students, CTEA will provide an appropriate planned instructional program for identified students whose dominant language is not English.
- 3.7.2 Purpose.** The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided with appropriate services.
- 3.7.3 Definition.** CTEA will apply the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA.
- 3.7.4 Participation.** CTEA will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program will include English as a Second Language instruction. The program will meet the three-pronged test of program compliance: (1) sound research-based education theory; (2) sufficient resources and staffed by appropriate prepared personnel; (3) periodic program evaluation. The Board will include provisions for the LEP programs in its Strategic Plan.

- 3.7.5 Oversight.** The Director or designee will implement and supervise an LEP Program that meets the legal requirements for LEP program compliance.
- 3.7.6 Screening.** CTEA will follow the Idaho LEP Program Manual guidelines and procedures for identification of students whose dominant language is not English.
- 3.7.7 Individual Needs.** The LEP program will be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support will be provided while the student is learning English to ensure achievement of academic standards.

TAB 4: Assessment of Student Educational Progress

Section 4.1 - Measurable Educational Standards I.C. §§33-5205 (3)(b)

Section 4.2 - Method of Measurements I.C. §§33-5205 (3)(c)

Section 4.3 - Provision for Standardized Testing I.C. §§33-5205 (3)(d)

Section 4.4 - Provision for Accreditation I.C. §§33-5205 (3)(e),
08.02.02.140

Section 4.5 - Provision for Learning Improvement per No Child Left Behind
08.02.03.112, 08.02.03.114

Section 4.6 - Middle Level Credit and Advancement I.C. 08.02.03.107

Section 4.1 - Measurable Educational Standards

- 4.1.1** CTEA will demonstrate student achievement in measurable terms and actively participate in state requirements for student achievement and accountability. CTEA's plan includes systematic data collection and reporting of progress toward our three primary goals of academic excellence, bilingualism, and cultural enhancement. Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, written and oral language assessments and rubrics developed for the determination of student progress in the target language, cultural awareness and knowledge, and behavior/attendance.
- 4.1.2** CTEA's expectations are that students' will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. CTEA students who have been continuously enrolled since the beginning of each school-year for three (3) consecutive years will meet the following benchmarks:
- 4.1.2.1 MSES #1:** Seventy-five percent (75%) of students continuously enrolled at CTEA will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading.
- 4.1.2.2 MSES #2:** Seventy-five percent (75%) of students continuously enrolled at CTEA will have a SGP that is equal to or greater than their AGP in the area of mathematics.
- 4.1.2.3 MSES #3:** Seventy percent (70%) of students continuously enrolled at CTEA will have a SGP that is equal to or greater than their AGP in the area of English language arts.
- 4.1.2.4 MSES #4:** Seventy-five percent (75%) of the students continuously enrolled at CTEA will achieve an SGP of 50 in the area of reading.
- 4.1.2.5 MSES #5:** Seventy-five percent (75%) of the students continuously enrolled at CTEA will achieve an SGP of 50 in the area of mathematics
- 4.1.2.6 MSES #6:** Seventy percent (70%) of the students continuously at CTEA will achieve an SGP of 50 in the area of English language arts.
- 4.1.2.7 MSES #7:** Once quantitative norms have been established for a grade level, seventy-five percent (75%) of CTEA students will demonstrate grade level proficient in the Shoshoni language.

Section 4.2 - Methods of Measurement

- 4.2.1** CTEA students will participate in multiple assessments to best meet the needs of the students and comply with state and federal requirements. In addition, CTEA will use curriculum based measurements (such as AIMSWeb) to monitor progress toward each measureable educational standard. These assessments include:
- 4.2.1.1 Method of Measurement for MSES #1 through MSES #6:** MSES 1 through MSES 6 will be measured using a state approved standard achievement test in each grade. The

state standard achievement test is composed of reading, language usage, and mathematics tests. Multiple-choice items are used to assess what a student knows and is expected to do on the Idaho content and Common Core standards. These items are used to assess a variety of skill levels, from short-term recall of facts to problem solving.

4.2.1.2 Method of Measurement for MSES #7 Shoshoni language fluency test (written and oral): The Shoshoni language proficiency exam will be designed in conjunction with the SDE and modeled after established oral and written proficiency exams, such as the Navajo language proficiency exam and those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL), like the Student Oral Proficiency Assessment (SOPA). Quantitative norms for each grade level will be established after testing three different cohorts at each grade level.

Section 4.3 - Provisions for Providing Standardized Testing

4.3.1 The ultimate goal for CTEA will be that all enrolled students meet the statewide performance standards developed by the Idaho State Department of Education. Consequently, students at CTEA will be tested with the same standardized tests as other Idaho public school students as delineated in Idaho Code §§33-5205 (3)(d) and defined by the Idaho State Board of Education. Chief Tahgee Elementary Academy will administer any and all State mandated assessments during the testing windows outlined by the State Department of Education, including the testing of any LEP students on the IELA (Idaho English Language Assessment).

Section 4.4 - Provisions for Accreditation

4.4.1 Chief Tahgee Elementary Academy will comply with all accreditation standards and obtain accreditation in accordance with Idaho Code §§33-5205 (3)(e) and the Idaho Administrative Procedures Act (IDAPA) 08.02.02.140.

Section 4.5 - Provisions for In Need of Improvement

4.5.1 Chief Tahgee Elementary Academy is committed to a school where student success is our top priority; consequently, all efforts will be made to ensure the success of all students, which include but are not limited to, the employment of a faculty designated as highly qualified. If it were ever determined that, based on student performance, CTEA was classified as a school “in need of improvement” as delineated by the NCLB, or rated as a one to three star school as defined in the Idaho ESEA Waiver, the Director and the Board of Directors, will develop a legally compliant comprehensive plan for improving performance until it has met AYP or achieved four or five stars for two consecutive years and no longer considered in need of improvement.

Section 4.6 - Middle Level Credit and Advancement

4.6.1 Chief Tahgee Elementary Academy is an elementary school and does not enroll middle level student.

TAB 5: Governance Structure

Section 5.1 - Description of Governance Structure I.C. §§33-5205 (3)(f)

Section 5.2 - Parental Involvement Procedures I.C. §§33-5205 (3)(f)

Section 5.3 - Financial and Programmatic Audits I.C. §§33-5205 (3)(1), §§33-5206(7),
§§33-5210 (3)

Section 5.4 - Dispute Resolution I.C. §§33-5209

Section 5.1 - Description of Governance Structure.

5.1.1 Governance. CTEA, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act in accordance with Idaho Code §§30-3-1. The Board of Directors will be the public agents who control and govern the charter school according to the Bylaws and Articles of Incorporation. CTEA will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

5.1.2 Board of Directors. The Board of Directors of CTEA is responsible for supervision and control of the business, property, and affairs of the school, except as otherwise expressly provided by law, the Articles of Incorporation, or its Bylaws. The Board will conduct or direct the affairs of CTEA and exercise its powers, subject to applicable education law, not-for-profit corporation law, Idaho Nonprofit Corporations Act, the CTEA Charter, and its Bylaws. The Board may formally delegate appropriate management of the activities of CTEA to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Authority is given to CTEA's Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (I.C. §§33-5201).

5.1.3.1 General Responsibilities. The Board of Directors will be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board will:

5.1.3.1.1 Issue or cause to be issued fiscal and programmatic audits and an annual report, including a CTEA financial report; of the corporation;

5.1.3.1.2 Approve all expenditures;

5.1.3.1.3 Establish procedures and policies which will govern and provide oversight for the expenditures and respective requirements of any such funding all CTEA operations;

5.1.3.1.4 As needed, secure the services of an attorney and/or legal counsel;

5.1.3.1.5 Secure general liability and errors and omissions insurance as customary and proper for the operation of similar non-profit corporations;

5.1.3.1.6 Hire and terminate all faculty and non-classified employees of CTEA;

5.1.3.1.7 Conduct any and all business of the organization CTEA to ensure the health and welfare of the corporation and its goals and purposes.

5.1.4 Relationship between Board of Directors and School Administration. Administrative services for CTEA will be provided for by the Director of School Programs. The Director must possess a valid Idaho Administrator Certificate. Under the direction of the Board, the

Director will determine the day-to-day operations of the school in accordance with Title 33 of Idaho Code. The Director will be ultimately responsible to oversee the following areas:

5.1.4.1 Responsibilities of the Director of School Programs

- 5.1.4.1.1 Accountability & Testing
- 5.1.4.1.2 Capital Accounts
- 5.1.4.1.3 Collective Bargaining Cost Analysis
- 5.1.4.1.4 Construction/Facilities/Maintenance
- 5.1.4.1.5 Fiscal Forecasting
- 5.1.4.1.6 Grants, Gifts & Fundraising
- 5.1.4.1.7 Insurance & Fringe Benefits
- 5.1.4.1.8 Medicaid Management
- 5.1.4.1.9 Payroll
- 5.1.4.1.10 Purchasing & Contracts
- 5.1.4.1.11 Technology
- 5.1.4.1.12 Transportation
- 5.1.4.1.13 Strategic Planning
- 5.1.4.1.14 Human Resources
- 5.1.4.1.15 Budget/Budget Reporting
- 5.1.4.1.16 Interscholastic Relations – Charter & Traditional
- 5.1.4.1.17 Curriculum, Instruction & Special Programs
- 5.1.4.1.18 External Organizations/Agencies
- 5.1.4.1.19 Federal Programs – Impact Aid (PL 81-874), Johnson O'Malley, Title II-A, Title I-A, Title VI-B, Title VII
- 5.1.4.1.20 Athletics/Activities/Afterschool Programs
- 5.1.4.1.21 Professional Development & Assessment
- 5.1.4.1.22 Public Relations & Marketing
- 5.1.4.1.23 Principal – Head of School
- 5.1.4.1.24 Schools & Administrators
- 5.1.4.1.25 Board Relations

5.1.4.2 Contracts. When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. Supplemental services may also be contracted as needed. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time. The Director will serve as the liaison between the selected contractors, Board of Directors, the ACE, the State Department of Education, Idaho State Board of Education, community, and parents.

5.1.4.3 Reporting. Annual programmatic operations and financial reports will be presented by the Director to the Board of Directors and the Authorizing Chartering Entity (ACE) when the data becomes available and in a timely manner.

5.1.4.4 Evaluation. The Director will receive a yearly evaluation according to his/her performance. Annual prioritized goals and objectives will be agreed upon by the Director and the Board. Student achievement and a valid performance measure based on the Administrator Professional Standards and the annual prioritized

goals and objectives will be used to evaluate the Director. All evaluations will be retained in the Director's personnel file.

5.1.4.5 Vacancies. During the vacancy of the Director position, the Board will reassume complete oversight. Within thirty (30) days, the Board will appoint an interim Director of School Programs to oversee the day-to-day operations until the position can be filled as soon as a suitable candidate can be found.

5.1.4.6 Stakeholders. Board members, founding family members, faculty, staff, and community stakeholders will be utilized according to their background and experience, which includes fund raising experience, grant writing expertise, etc.

5.1.4.7 Other Administrators. The CTEA administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies, which are implemented through the Director. If deemed necessary and financially viable, other administrators may be retained by the Board (e.g. Coordinator of Curriculum and Instruction); other administrators will be supervised by the Director and evaluated annually by the Director with approval of the Board. Other administrators are expected to administer their resources in accordance with federal and state regulations, Board policy, and the rules and procedures outlined by the Director.

5.1.4.8 Faculty and Unclassified Staff. All faculty and unclassified staff will be retained by the Board of Directors and accountable to the Director. The state funding formula will be used for funding faculty through the regular budgetary process. In order to attract the most highly qualified teachers, additional resources will be sought through grants, volunteers, and fundraising efforts.

5.1.4.9 Classified Personnel. All classified staff is retained by the Director of School Programs and accountable to the Director.

5.1.4.10 Administrator Professional Standards. All administrators at CTEA will be required to follow the most current Administrator Professional Standards Policy. The Board has adopted these standards to guide the practices of the administration. The standards will be reviewed annually and provide a framework from which the Board and administrators can develop their goals, objectives and evaluations (See Appendix Y).

5.1.4.11 Code of Ethics. All administrators will abide by the Code of Ethics for Idaho Professional Educators as a condition of employment.

Section 5.2 - Parental Involvement

5.2.1 In accordance with Idaho Code §§33-5205 (3)(f), all parents with students enrolled at CTEA will be encouraged to be highly involved in their child's education and may at any time consult with the Director regarding direction and operation of the school. CTEA will be committed to the continual betterment of efficient and effective lines of communication with parents and teachers. Likewise, parents of students who attend CTEA will be afforded

every opportunity to participate in the education of their child, including but not limited to volunteer work. Parents possess unique and critical insight into the personalities, learning strategies, motivational state, weaknesses, and strengths of their child that enhance individual and school success. Some processes to facilitate parental involvement will include, but are not limited to the following:

- 5.2.1.1** Parents will receive a student/parent handbook at registration.
- 5.2.1.2** Parents will receive written information regarding the function of the school on a monthly basis.
- 5.2.1.3** Parents will be sufficiently notified of and encouraged to attend two parent teacher conferences per year.
- 5.2.1.4** Parents will be asked to complete a satisfaction survey at the end of each semester to address their perceptions of: the happiness of their children, safety of students, classroom attention, school-wide discipline, child's response to classroom atmosphere, the progress of their child, the learning environment as a whole, and other general concerns and satisfactions.
- 5.2.1.5** Parents will be encouraged to be involved in the parent association/committee and to become an integral part of CTEA community, this may include volunteering for school projects, programs, or committees, working with students, and supporting academic and other activities directed toward personal and character development.
- 5.2.1.6** Parents will be encouraged to serve as members of the Board of Directors.
- 5.2.1.7** Parents will be encouraged to volunteer their time and talents to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest; this will allow parents to provide the most meaningful service, and simultaneously, provide the school with the ability to coordinate all volunteers.
- 5.2.1.8** Background checks will be performed on all volunteers and as deemed necessary by the Director or designee.

Section 5.3 - Financial and Programmatic Audits

- 5.3.1** CTEA will comply with all the reporting requirements of Idaho Code §§33-5205 (3)(l), §§33-5206(7), and §§33-5210(3), §§33-701 (5) through §§33-701 (10) and IDAPA 08.02.04.300.03 and 08.03.01.301.12. An annual educational programmatic operations and financial audit will be conducted during each year of operation; the results will be submitted in a timely manner to the Board of Directors, the ACE, stakeholders, and the State Department of Education.

Section 5.4 - Dispute Resolution.

- 5.4.1** CTEA Board of Directors and the ACE will resolve disputes relating to provisions of the charter following the procedures set forth in Section §§33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

TAB 6: Employees, School Climate, Health, and Safety

Section 6.1 - Employee Qualifications I.C. §§33-5204A, §§33-5205 (3)(g), §§33-5210 (4)(a)

Section 6.2 - Employee Contracts I.C. §§33-5206 (4)

Section 6.3 - Criminal History Background Check I.C. §§33-5210 (4)(d), §§33-130

Section 6.4 - Transfer Rights §§33-5205 (3)(p), §§33-1217

Section 6.5 - PERSI, Social Security, Unemployment, Worker's Compensation, and Health Insurance I.C. §§33-5205 (3)(n)

Section 6.6 - Collective Bargaining I.C. §§33-5205 (3)(q)

Section 6.7 - Evaluation 08.02.02.120

Section 6.8 – Personnel Files

Section 6.9 - School Climate & Safety I.C. §§33-5205 (3)(h), §§33-210 (3), 08.02.03.160

- 6.9.1** Climate and Safety
- 6.9.2** Six Pillars of School Climate
- 6.9.3** Drug and Alcohol Free School Zone
- 6.9.4** Weapon-Free Schools
- 6.9.5** Violence Prevention
- 6.9.6** Suicide Prevention
- 6.9.7** Crisis Management

Section 6.10 - Health and Wellness I.C. §§33-5205 (3) (h), 08.02.03.160

- 6.10.1** Health and Wellness
- 6.10.2** Immunizations

Section 6.1 - Employee Qualifications.

- 6.1.1** The Board of Directors recognizes that student success is directly correlated to a talented and capable faculty and staff. Moreover, all employees will possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of CTEA and will be required to follow the professional code of ethics of their respective positions.
- 6.1.2** The Director will be selected upon criteria to be developed by the Board; emphasis will be placed on a broad spectrum of employment experience and educational coursework. CTEA reserves the right to employ the Director based on its selected criteria, which will be based around, but not limited to, the State of Idaho rules regarding administrator certification. All individuals selected as the Director must possess no less than a Masters Degree from an accredited university and must also possess a valid Idaho Administrator Certificate.
- 6.1.3** All certified faculty members will meet or exceed the qualifications considered *highly qualified* (HQT) in their subject area as required under NCLB and state regulations, and possess an Idaho Education Credential or be in application thereof.
- 6.1.4** According to Idaho Code §§33-1280, all heritage language immersion teachers will be designated as highly and uniquely qualified by the Shoshone-Bannock Tribes and certified as American Indian language teachers by the State Department of Education.
- 6.1.5** Recruiting and retaining highly qualified bilingual teachers is a priority for CTEA, therefore we are incorporating a broad range of recruitment practices into our Bilingual Teacher Recruitment Plan. (See Appendix K).
- 6.1.6** All paraprofessionals classified as a Title I Instructional Assistant, ELL Instructional Assistant, Special Education Instructional Assistant, Youth Companion, Occupational Therapy or Physical Therapy Technician, or Library Media Assistant will meet one of the following three requirements before being hired:
- 6.1.6.1** completed two years (48 credits) of study at an institution of higher education; or
 - 6.1.6.2** obtained an associate's (or higher) degree; or
 - 6.1.6.3** pass the state ParaPro Assessment.
- 6.1.7** When applicable, CTEA's ancillary staff members will hold the appropriate state licensure or certification to provide services to students at the school.
- 6.1.8** When deemed in the best interests of the educational program, the Board reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education. Additionally, CTEA reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

6.1.9 CTEA will be an equal opportunity employer; job announcements and all other hiring practices will be free of discriminatory language.

6.1.10 A copy of the certificates for all certified administrators, teachers, and staff members will be kept on file at CTEA, provided upon request, and available to the public through the State Department of Education website.

Section 6.2 - Employee Contracts.

6.2.1 The Director will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member, including the Director, will be on a written contract in a form approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.

6.2.2 Certified teachers and administrators at CTEA are public school employees; their service at CTEA counts as one year experience on the state indexing scale.

6.2.3 Employee contracts are considered public documents; therefore, a copy of all contracts will be kept on file at CTEA and posted on the school's website.

6.2.4 All employees will be required to undergo an annual performance review before the renewal of a contract.

Section 6.3 - Criminal History Background Checks.

6.3.1 All employees will undergo criminal history background and fingerprinting checks.

6.3.2 All volunteers who potentially will be working with or alone with students unsupervised will undergo criminal history background and fingerprinting checks.

Section 6.4 - Employee Transfer Rights.

6.4.1 Employees of CTEA are not employees of any local school district, and consequently, will not be eligible for an in-district transfer; however, they may apply to work in any district.

Section 6.5 - Employee Benefits.

6.5.1 The Board will provide CTEA employees with: group health insurance, sick leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.

Section 6.6 - Collective Bargaining.

6.6.1 CTEA's staff and employees will be a separate unit for purposes of collective bargaining.

Section 6.7 – Evaluation.

- 6.7.1 *Other Administrators.*** It will be the responsibility of the Director to evaluate all other CTEA administrators annually. Such evaluation will be based on 1) the appropriate administrative position job description, 2) student achievement, and 3) in cooperation with the Director, Board, and administrator, an established a set of goals and objectives for each calendar year. The Director will report to the Board annually regarding the performance of administrative personnel.
- 6.7.2 *Faculty.*** CTEA believes that its students deserve the highest quality of instruction. To ensure quality instruction for every student, performance appraisal of all certified personnel is essential and is one of CTEA’s primary responsibilities to students, patrons, and staff. The purpose of the CTEA professional educator evaluation process is to provide quality instruction that aligns with the school’s goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods. CTEA know that the most important factor in a student’s education is the quality of the teacher in the classroom; consequently, a significant factor in faculty evaluations will be student achievement.
- 6.7.3 *Paraprofessionals and Classified Employees.*** Performance evaluation is an important aspect of personnel management because it facilitates growth and school improvement. The primary objective of CTEA performance evaluation process is employee development through methods that identify actions required to promote more effective job performance and maximize employee potential. The performance evaluation process incorporates not only a review of past performance, but also establishes performance goals and expectations for the future.
- 6.7.4 *Consultants, Independent Contractors, and Service Providers.*** Each consultant, independent contractor, and service provider who contracts with the district will be evaluated. The evaluations will be objective and based on established goals and objectives and will be conducted at the end of the contract term for contracts that have terms less than one (1) year and at the end of the fiscal year for contracts that have terms longer than one (1) years. The evaluation will be based on job performance as determined by the Director according to the agreed upon goals and objectives. The evaluation will be the major factor into whether the consultant, independent contractor, or service provider is offered a new contract. A written evaluation report will be utilized.
- 6.7.5 *School Climate Surveys.*** In order to improve the performance of CTEA staff and students, the Director will administer a yearly school climate survey to measure the perceived experiences, attitudes, and opinions of students, staff and parents. These surveys will assess the perceptions of student motivation, the learning environment, instructor teaching methods and effectiveness, parent involvement, the effectiveness of the Director, and the quality of CTEA as a whole. The Board has developed a preliminary list of key themes and questions on which these surveys will be based.

Section 6.8 – Personnel Files.

- 6.8.1** All employee certifications, transcripts, criminal background checks, contracts, professional development records, evaluations, and other records as required by

law or deemed critical to the functions of CTEA will be kept securely on file in the main office of the school.

Section 6.9 - School Climate & Safety.

6.9.1 Climate & Safety. The Board of Directors recognizes that school climate and safety is a critical component in the learning process; it facilitates academic scholarship, personal development, positive interpersonal relationships, psychological wellness, and security. To ensure the safety of our employees and students, CTEA will comply with the following school climate, safety, and risk management policies and procedures. All school climate and safety policies will be reviewed annually and available on the CTEA website, included in the Student/Parent Handbook provided upon enrollment, and noted during student orientation.

6.9.2 Six Pillars of School Climate. The Board will develop and maintain policies structured around the following six pillars; these underlying principles collectively represent the fundamental attitudes, values, and beliefs expectedly evidenced by all parents, families, teachers, students, and staff.

6.9.2..1 Pillar I - The Director will incorporate positive behavioral conduct codes and conflict mediation tools to promote an educational environment designed to keep students in school and learning.

6.9.2..2 Pillar II - The Director is charged with the obligation to provide a climate that is free from harassment, discrimination, and abuse within academic, emotional, social, and physical domains.

6.9.2..3 Pillar III - The Director will ensure that the physical plant, buses, equipment, and all supportive resources are accessible to all, meet current standards, are modern, and project a welcoming, clean, and safe appearance.

6.9.2..4 Pillar IV - The Director is responsible for providing opportunities involving meaningful student participation and peer-facilitated activities.

6.9.2..5 Pillar V - The Director is accountable for establishing and promoting educational, extracurricular, and vocational partnerships designed to promote the academic achievement, and emotional, social, and physical well-being among its pupils and their families.

6.9.2..6 Pillar VI - The Director will provide for the continuous professional development, education and training of the faculty and staff to ensure their expertise continually represents contemporary best practices and exemplary knowledge of the education field.

6.9.3 Drug & Alcohol Free School Zone. The abuse of alcohol and/or drugs is a serious threat to the school, its employees and students. The Board realizes that administration and staff are equally responsible for maintaining a safe and healthy working and learning environment. For that reason, and in compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the school has adopted a Drug and Alcohol Free Zone Policy prohibiting

employees and visitors from manufacturing, purchasing, consuming, possessing, and/or trafficking drugs or alcohol on school premises or CTEA sponsored events regardless of the location.

6.9.4 Weapons-Free Schools. In order to facilitate learning to the greatest extent, the Board of Directors is committed to creating a safe and secure environment for all students, staff and visitors. Although no absolute guarantee of eliminating all threats to individual safety can be assured, the Board directs the administration to reduce and minimize safety risks through the implementation of its Weapons Policy.

6.9.5 Violence Prevention. The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, hazing, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-, bullying-, intimidation-, hazing-, and harassment-free learning environment. No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

6.9.6 Suicide Prevention. Mental, emotional, and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. CTEA is concerned with the health and safety of all its students; consequently, in order to protect students from suicidal tendencies and in compliance with Idaho Code 08.02.03.160, the Board has adopted and authorizes the following procedures through its Suicide Prevention Policy.

6.9.7 Crisis Management. The Board of Directors recognizes schools need to be prepared to handle a crisis involving a student, a staff member, or the school. While CTEA's main function is to educate, the safety of staff and student body is of paramount concern. In order to help prevent suicide and other severe acts of violence, the Board authorizes the Director to implement the procedures and programs delineated in its Crisis Management Policy.

Section 6.10 - Health & Wellness.

6.10.1 Health & Wellness. The Board is committed to providing a school environment that promotes and protects the health and well-being of its students. The Board encourages all members of the school community to create an environment that supports lifelong habits of health and wellness. The Board will review all health and wellness policies annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

6.10.2 Immunizations. In accordance with Section 39-4801, Idaho Code: Idaho Department of Health and Welfare Rules, IDAPA §§16.02.15, the Board has

developed its Immunization Policy. The requirements of this policy must be met at the time of registration, before attendance can begin.

TAB 7: Admission Procedures and Student/Parent Handbook

Section 7.1 - Admission Procedures I.C. §§33-5205 (3)(k)

Section 7.2 - Waiting List I.C. §§33-5205 (3)(k)

Section 7.3 - Attendance Alternative I.C. §§33-5205 (3)(o)

Section 7.4 - Public Notification of Enrollment I.C. §§33-5205 (3)(t)

Section 7.5 - Denial of School Attendance Requirements I.C. §§33-5205 (3)(i), §§33-205, §§33-206

Section 7.6 - Disciplinary Policy and Procedures I.C. §§33-5205 (3)(m), §§33-210, §§33-205

Section 7.7 - Tobacco, Alcohol, and Controlled Substances §§33-210(3)

Section 7.8 - Use of Technology Policy I.C. §§33-132

Section 7.9 - Access to Student/Parent Handbook

Section 7.1 - Admission Procedures.

- 7.1.1 Admission Procedures.** CTEA will open in August of the 2013 school-year and be physically located within the boundaries delineated by Pocatello School District #25. CTEA will have a primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §§33-5205 (3) (j), however, students from other areas may be enrolled. In the initial year and for every year thereafter, CTEA will follow the model admission procedure identified in IDAPA 08.02.04.203. In accordance with Idaho Code §§33-5205 (3)(k), the Board has adopted the following admission procedures to ensure a fair and equitable selection process for admission and enrollment in subsequent school years.
- 7.1.2 Enrollment Capacity.** An enrollment cap of one hundred fourteen (114) will be in effect for the first year (1) of operation, one hundred forty-six (146) the second year (2), one hundred seventy-eight (178) in the third year (3) of operations, and two-hundred ten (210) in the fourth (4) year. During the first year (1) of operation, CTEA will cap enrollment in kindergarten at thirty (30) students and grades one (1) through six (6) at fourteen (14) students per grade; grades one/two, three/four, and five/six will be combined classes (See Appendix G). In the second year (2) of operation, there will be an enrollment cap of thirty (30) students per grade in grades K-2 and fourteen (14) per grade for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third year (3), grades K-4 will have an enrollment cap of thirty (30) students per grade and grades five (5) and six (6) will retain a cap of fourteen (14) students per grade; grades five/six will remain combined. In the fourth year (4) of operation and beyond, all grades will have an enrollment cap of thirty (30) students per grade. At that time, and with approval from the ACE, the Board will evaluate and determine if it is viable for CTEA to further expand. When deemed in the best interest of the school, and with approval from the ACE, the Board may decrease the enrollment cap per grade.
- 7.1.3 Enrollment Deadline.** Each year, the Board will establish an enrollment admissions deadline, which will be the date by which all written requests for admission to attend CTEA for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.
- 7.1.4 Lottery.** If the capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The lottery will identify the list of students accepted into CTEA and establish a final selection list for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be conducted by a disinterested third party in a public forum.
- 7.1.5 Request for Admission.** Request for admission will be taken continuously throughout the school-year. Requests for the fall semester of the next school-year must be received by an established enrollment deadline as indicated above. The application process prior to the enrollment deadline will be as follows:

7.1.5.1 A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a written or electronic request for such child to attend the school.

7.1.5.2 A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in the State of Idaho, may make a request in writing for such child to attend CTEA. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings.

7.1.5.3 The written request for admission will contain the name, grade level, address, e-mail address, telephone number, and last school attended of each prospective student in a family.

7.1.5.4 If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below will be utilized to determine which prospective students will be admitted to the public charter school. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline will be permitted in the lottery.

7.1.6 Founders. A Founder is defined in Section 33- 5202(a)(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of the public charter school, and who is designated as such at the time the Board of Directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder will not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, will not constitute pecuniary benefits.

7.1.7 Admission Preferences. In accordance with Idaho Code §§33-5205 (3)(k), CTEA has established the following initial enrollment and subsequent enrollment admission preferences criteria for students residing in the primary attendance area of CTEA, for children of founders and full-time employees, for siblings of students already enrolled in the school, for returning students, and students residing outside of the primary attendance area.

7.1.7.1 Initial Year of Enrollment. . If the initial capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

7.1.7.1.1 founders' children and children of full time employees will have first preference for admission to the school, with a maximum of 10% of the initial capacity consisting of founders' and full time employees' children; the ,

7.1.7.1.2 siblings of pupils already selected by the lottery,

7.1.7.1.3 prospective students residing within the primary attendance area, and

7.1.7.1.4 to all other students residing outside the primary attendance area.

7.1.7.2 *Second and Subsequent Years of Enrollment.* If the capacity of CTEA is insufficient to enroll all prospective students in subsequent years of enrollment, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

- 7.1.7.2.1** returning students are automatically enrolled
- 7.1.7.2.2** children of founders and full time employees provided that this admission preference will be limited to not more than ten percent (10%) of the capacity,
- 7.1.7.2.3** siblings of pupils already attending,
- 7.1.7.2.4** students residing within the primary attendance area, and
- 7.1.7.2.5** all other students residing outside of the primary attendance area.

7.1.8 *Placement.* Initially, applications will be drawn for placement using the Equitable Selection Process outlined in the Administrative Rules Governing Public Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades.

7.1.11 *Notification and Acceptance.* CTEA has established the following procedures for notification and acceptance:

- 7.1.11.1** Students selected for admission to CTEA will be officially notified, within seven (7) days after conducting the selection process. CTEA will send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student. The notification will advise such person that the student has been selected for admission to the school. The offer letter must be signed by such student's parent, or guardian, and returned to CTEA by the date designated in such offer letter by the school.
- 7.1.11.2** Students not eligible for admission to CTEA will be officially notified within seven (7) days after conducting the selection process. CTEA will send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student. The notification will advise such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- 7.1.11.3** If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from CTEA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

7.1.12 *Equality.* Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as delineated and required by law. No out-of-state students will be allowed to be enrolled until an Idaho residence has been established and verified.

Section 7.2 – Waiting Lists.

7.2.1 Once the enrollment period is complete and a waiting list for each grade level has been established through lottery as described above, the remaining students will be placed on the appropriate waiting list for their grade level in order of lottery selection and offered admission for the upcoming school year as seats become available. Subsequent applications will be added to bottom of the list for the appropriate grade level waiting list on a first come-first served basis and will be taken in numerical order from this list. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There will be no carryover from year to year of the waiting lists maintained to fill vacancies at the school. All waiting lists will be redrawn and renewed annually according to Idaho Code §§33-5205 (3)(k). Parents/guardians wishing to remove their child from the waiting list must make their request directly to CTEA via e-mail, telephone, or in writing.

Section 7.3 - Public School Attendance Alternative.

7.3.1 Since CTEA is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity to the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

Section 7.4 - Enrollment Opportunities.

7.4.1 It is the intent of the Board of Directors to create a diverse and socially balanced educational environment for the students and employees of CTEA. Consequently, the school will recruit and provide the opportunity for students to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Moreover, advertisement for enrollment opportunities at CTEA will include all current requirements as delineated in Idaho Code §§33-5205 (3)(t) and ensure that such announcements are broadcast and/or published by local media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Likewise, taking into consideration the language demographics of the area, all advertisement will be disseminated in English, Spanish, and other languages as deemed appropriate. These efforts may also include, but are not limited to, the school website and social networking sites, advertising at community centers (e.g., library), public forums, the school newsletter, flyers and brochures, local news organizations, and/or notifications sent home with students.

Section 7.5 - Denial of School Attendance Requirements.

7.5.1 Idaho Law provides for denial of school attendance in Idaho Code §§33-205; consequently, the Board will have the right to deny enrollment to any student, determine the readmission

of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by the aforementioned Idaho Code.

Section 7.6 - Discipline Policy and Procedures. CTEA has established the following discipline policy and procedures as required by Idaho Code §§33-5205 (3)(m) and §§33-205. The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance. CTEA has formally adopted and will review annually its student discipline policies and procedure.

7.6.1. Discipline Tier I – Contact, Conference, & Guidance. The first step in the disciplinary process for *all* students may include one or more of the following actions as deemed appropriate by the Director or designee: contact with the student, conference/contact with parents, detention, guidance, restriction of free time, and/or school clean-up.

7.6.2 Discipline Tier II – Suspension. Students who cannot abide by school regulations and policies of CTEA, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time. As per Idaho Code §§33-205, the following limitations will apply to all suspensions:

7.6.2.1 In-school Suspension. In-school suspension is defined as temporary removal from a class or activity.

7.6.2.1.1 Removal of student from class or classes and temporary placement in a more restrictive in-school location.

7.6.2.1.2 Suspension from a class may be initiated by the classroom teacher or other member of the faculty with concurrence of the Director. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.

7.6.2.1.3 Suspension from one or more classes may be initiated by the Director provided that verbal and written notification is given to the parents, guardians, or acting custodians in a timely fashion.

7.6.2.1.4 Students will be given credit for assignments completed during supervised in-school suspension.

7.6.2.3 Out-of-school Suspension. Out-of-school suspension is defined as temporary removal from the school premises.

7.6.2.3.1 No student will be suspended from a school by a school administrator for more than five (5) consecutive days for each offense.

7.6.2.3.2 School administrators may suspend students for up to five (5) days, and Boards of Directors may suspend students for up to seven (7) calendar days.

7.6.2.3.3 Students may not be allowed make-up privileges for assignments missed as a result of being suspended out-of-school.

7.6.3 Discipline Tier III – Expulsion

7.6.3.1 Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

7.6.3.2 All expulsions are under the jurisdiction of the Board of Directors and will be governed in accordance with the due process procedures. Any decision by the Board of Directors regarding an expulsion will require that 1) a quorum of the Board be present and 2) such decision be made by vote that constitute a majority of those voting.

7.6.4 *Discipline for Students with Disabilities.* According to the Individuals with Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act, and Idaho Codes 33-5205 (3)(m) and 33-205, the following requirements for discipline of students with disabilities will be employed:

7.6.4.1 *Suspension of Students with Disabilities.* Students with disabilities may not be suspended unless the continued presence of the exceptional student in school poses a danger to himself/herself, other persons, or property, or unless there is a serious disruption of the educational process.

7.6.4.1.1 Examples of such situations are: physical assault, or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

7.6.4.1.2 Students with disabilities may be suspended so long as:

7.6.4.1.2.1 Written notice is given to the parent, guardian, or acting custodian and administrator(s) of the exceptional student describing the grounds for the suspension and a brief statement of the facts.

7.6.4.1.2.2 A Child Study Team meeting (due process hearing) is called to meet within five (5) school days, to review the student's Individual Education Program and to establish a satisfactory plan for readmission or alternative education.

7.6.4.1.3 *Ten-day Disciplinary Removal*

7.6.4.1.3.1 CTEA personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities.

7.6.4.1.3.2 Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.

7.6.4.1.3.3 In determining whether a significant change in placement has occurred, CTEA personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

7.6.4.1.3.4 Any time a student is suspended for more than ten (10) school days in a school year, the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by the student's IEP team.

7.6.4.1.4 *Forty-five Day Disciplinary Removal*

7.6.4.1 The Director or designee may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:

7.6.4.1.4.1.1 The student carries or possesses a weapon to or at school, on school premises, or to a school function. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.

7.6.4.1.4.1.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

7.6.4.1.4.2 School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself/herself, or to others in the current educational placement.

7.6.4.1.4.3 School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

7.6.4.2 *Expulsion of Special Education Students.* An exceptional pupil may not be expelled unless the student's continued presence in school presents a danger to himself/herself, other persons, or property.

7.6.4.2.1 Examples of emergency situations are: physical assault or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

7.6.4.2.2 If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

7.6.4.2.3 If it is the judgment of the Child Study Team that a situation exists that a school provided or supported educational program is not possible, expulsion may be recommended to the Board of Directors.

7.6.4.2.4 After being informed of the situation, the Board of Directors will schedule the necessary due process hearing as outlined.

7.6.4.2.5 Within ten (10) calendar days following written notice of expulsion to the parent or guardian of the exceptional pupil, the Child Study Team will meet to review the exceptional pupil's IEP to include appropriate educational goals that can be carried out in a correctional or rehabilitative setting. The school district's individual education program for the exceptional pupil will be presented to the court for determining an appropriate placement following expulsion.

7.6.4.3 *Manifest Determination.* Prior to submitting an expulsion recommendation to the Board of Directors for a student with a disability, the IEP Team will conduct a manifestation determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

7.6.5 *Procedures for Major Disciplinary Violations.* In most circumstances, the following shall govern discipline for major disciplinary violations. However, the Director or designee has, within his/her discretion, the authority to vary from this policy if deemed in the best interest of the student and all concerned parties. All suspensions and expulsions will follow the procedures outlined in Idaho Code §33-205.

7.6.5.1 First Violation. The Director or designee will hold a conference with the student. The student's parent/guardian will be notified in writing of the major disciplinary

violation and a conference with the parent/guardian may be arranged. Discipline may involve up to and including suspension and/or expulsion.

- 7.6.5.2 **Second Violation.** The Director or designee will hold a conference with the student. The Director or designee will notify the student's parent/guardian in writing of the disciplinary violation and will attempt to arrange a conference with the parent/guardian and the student. Discipline may involve up to and including suspension and/or expulsion.
- 7.6.5.3 **Third and Subsequent Violations.** The Director or designee will hold a conference with the student's parent/guardian. Repeated major disciplinary violations may be grounds for consideration of an extended suspension or expulsion.
- 7.6.5.4 **The Board delegates to the Director the responsibility of determining if a student is a habitual truant.** The Superintendent or designee shall notify the prosecuting attorney's office according to Idaho code 33-205 and 33-206.

7.6.6 Readmission. Readmission of any student suspended or expelled, or admission of any student who has been denied admission will be governed by Section 33-205, Idaho Code. Students who have been expelled from CTEA will be eligible for readmission after (1) year, 12 calendar months.

7.6.7 Due Process. As delineated by federal regulations and Idaho Code §33-205, all students will be accorded rights as guaranteed under the constitution and all disciplinary action will be addressed according to reasonable due process rights of all parties involved. CTEA has adopted a Student Due Process Policy to protect individual rights.

Section 7.7 - Tobacco, Alcohol, and Controlled Substances.

7.7.1 In accordance with Federal regulations established by the Drug Free Workplace Act of 1988, CTEA will comply with Idaho Code §§33-210 and maintain a drug free environment. The following procedures are included in the CTEA Tobacco, Alcohol, and Controlled Substance Policy.

7.7.2 Anonymity. This policy includes provisions for anonymity in that when a student or staff member voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in Idaho Code §§33-210.

7.7.3 Discovery and Investigation. It is the policy of CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his/her possession, a controlled or dangerous substance as defined by law immediately will notify the appropriate administrator or designee of such suspicions. The administrator or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 7.7.3.1 Contacting the parents/guardians/acting custodians
- 7.7.3.2 Contacting law enforcement
- 7.7.3.3 Referral to school counselor
- 7.7.3.4 Referral to an outside agency for chemical dependency assessment
- 7.7.3.5 Suspension from school
- 7.7.3.6 Expulsion from school

- 7.7.4 Notifications.** When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents, guardians, or acting custodians will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents, guardians, or acting custodians and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.
- 7.7.5 Disciplinary Procedures.** If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, CTEA will comply with the procedures required by Idaho Code §§33-210 and school policy and procedures.

Section 7.8 - Use of Technology

- 7.8.1 Use of Technology.** The Board expects that its technology and all related resources such as its network of computers, peripherals, etc. will be used by all users in a judicious, prudent manner observing generally accepted rules of conduct and etiquette. CTEA will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software. The Board has adopted and will review annually a Technology Use Policy to govern the use of all school technology; the policy includes, but is not limited to the following regulations.
- 7.8.2 Parent/Guardian Permission.** Students who use CTEA technology must have written permission from their parents/guardians/acting custodians as specified in the Technology Use Agreement.
- 7.8.3 Network Security.** CTEA will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software.
- 7.8.4 Internet Safety.** To promote the safety and security of users, and to ensure compliance with the Children’s Internet Protection Act (CIPA), blocking and filtering protection measures, such as Barracuda Web Filtering, will be used to the fullest extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Section 7.9 - Access to Student/Parent Handbook

7.9.1 Access to Student/Parent Handbook. The Director of CTEA will assemble a Student/Parent Handbook pursuant to state laws which outlines a Code of Conduct including expectations and consequences for unacceptable behavior. The aforementioned policies will be incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development effort (See Appendix L).

TAB 8: Business Plan

Section 8.1 - Business Plan 08.02.04.202, 08.03.01.401.10

- 8.1.1** Business Description
- 8.1.1** Marketing Plan
- 8.1.2** Management Plan
- 8.1.3** Resumes of Directors
- 8.1.4** Financial Plan
- 8.1.5** Start-up Budget Assumptions Form
- 8.1.6** Three-Year Operating Budget Form
- 8.1.7** First Year Month-by-Month Cash Flow Form

Section 8.2 - Proposal for Transportation Services I.C. §§33-5205 (3)(u), §§33-5208 (4)

Section 8.3 - Plan for School Lunch Program, 08.02.04.202 08.03.01.401.10

Section 8.1 - Business Plan

8.1.1 Business Description. See CTEA Articles of Incorporation (Appendix A) and the CTEA Governing Bylaws (Appendix B).

8.1.2 Marketing Plan. It is the intent of the Board of Directors to respond to an expressed need by the parents and community members of Fort Hall to incorporate Shoshoni language immersion and culture into the school curriculum. (See Appendix M). Use of the Shoshoni language has declined dramatically and is now considered an endangered indigenous language. There is a sense of urgency about efforts to revitalize the Shoshoni language. Tribal officials and community members fear that if this decline in the use of Shoshoni language is not curbed in this generation, the Shoshoni language will disappear as a viable form of communication. An unfortunate lesson of history informs us that the loss of language is closely followed by the loss of a culture. Consequently, CTEA has developed a marketing plan to inform the community and attract students. The marketing strategy will be a dynamic process and adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of the CTEA facilities (See Appendix N).

8.1.2.1 Targeting At Risk & ELL Students. In CTEA's marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all current requirements in Idaho Code 33-5205 (See Appendix).

8.1.2.2 Marketing Budget. Since CTEA will not have any significant funding available until the end of September 2012 at the earliest, marketing has relied on as many free forms of public relations opportunities as possible until that time. CTEA has allocated a combination of funds from the J.A. and Kathryn Albertson Foundation Charter School Program to be used in the year prior to opening and state funds available in July 2013 (See Appendix P & Appendix Q). Board members and volunteers will provide other means of accomplishing the various public relations and advertising activities.

8.1.3 Management Plan.

8.1.3.1 See Tab 5 Section 1

8.1.4 Resumes of Directors

8.1.4.1 See Appendix O for Resumes of Directors

8.1.5 Financial Plan.

8.1.5.1 Financial Management. While the Director of CTEA will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. CTEA will follow the requirements set forth by the State of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

8.1.5.1.1 Records and Reporting. The Director will determine how the school will maintain school records and required information consistent with state and federal guidelines. CTEA will follow similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. CTEA will comply with all Internal Revenue Service regulations and reporting requirements.

8.1.5.2 Budget. The budget for CTEA will be:

- 8.1.5.2.1** prepared in compliance with Section 33-801, Idaho Code and policy of the Idaho State Board of Education,
- 8.1.5.2.2** prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format,
- 8.1.5.2.3** presented at a public hearing in June of the year the school will open, and
- 8.1.5.2.4** delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided in a timely manner to the ACE, on or before July 15, and posted on the school's website.

8.1.5.3 Funding & Revenues. Funding sources for CTEA will be based on and include, but not limited to, the following:

- 8.1.5.3.1** the Support Unit Calculation Template for Charter Schools
- 8.1.5.3.2** Salary Based Apportionment Template for Charter Schools
- 8.1.5.3.3** state allocations for pupil transportation
- 8.1.5.3.4** private grants
- 8.1.5.3.5** business partnerships
- 8.1.5.3.6** loans
- 8.1.5.3.7** donations
- 8.1.5.3.8** As soon as possible, it is the intent of CTEA to applying for all Federal Title funds available for and relevant to its purposes, including Title I and Title II-A. CTEA will develop and implement an approved Consolidated Plan that details these programs. This plan will include, but not be limited to, a parent involvement policy, parent compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students.
- 8.1.5.3.9 Fundraising Committee.** A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. To date, no private funding monies have been included in the budget.
- 8.1.5.3.10 Grant Writing & Fundraising Plan.** CTEA is aware that in order to accomplish our stated vision and mission, a successful and ongoing grant-writing process and strategy is important. Consequently, CTEA has developed an ongoing plan for finding possible funding sources and are tracking opportunities that are likely to recur.

8.1.5.4 Internet Based Expenditure Website. In compliance with Idaho Code §§33-357, data concerning all expenditures made by CTEA will be posted on the school's website.

8.1.6 Start-up Budget Assumptions Form

8.1.6.1 See Appendix P for Start-up Budget & Assumptions Form

8.1.7 Three-Year Operating Budget Form

8.1.7.1 See Appendix Q for Three-Year Operating Budget Form

8.1.8 First Year Month-by-Month Cash Flow Form

8.1.8.1 See Appendix R for First Year Month-by-Month Cash Flow Form

Section 8.2 - Transportation

8.2.1 Inasmuch as applicable to CTEA, in accordance with Idaho Code §§33-1501 through 1514, §§ 33-402(g), §§33-1006, §§33-5208, and §§67-2806, transportation will be provided to any student residing more than one and one-half 1(1/2) miles or less than fifteen (15) miles by road from the school's physical location at selected pick-up and drop off locations. Students who reside less than one and one-half (1 1/2) miles by road from CTEA will be provided services according to safety issues.

8.2.2 Transportation will be provided for any special needs student enrolled at CTEA who may, due to the nature of his/her disabilities and delineated in an IEP, be entitled to specialized transportation as a related service.

8.2.3 CTEA may contract its transportation services with the Shoshone-Bannock Jr./Sr. High School or outsource to another provider. An estimated first year transportation cost has been included in the budget. If transportation is outsourced, the transportation bidding process will begin no later than January 31, 2013. The bid will be awarded no later than April 30, 2013. No bids or contracts will be let until after the charter is granted (See Appendix S). Board policy requires that all bussing contract include appropriate safety measures.

8.2.4 If CTEA elects to contract out transportations services, the proposed contract will be compliant with Idaho Department of Education, Division of Student Transportation regulations and with Idaho Code §§33-1510. CTEA will seek the advice of the SDE prior to both parties' signatures on any transportation agreement.

Section 8.3 - Plan for School Lunch Program

8.3.1 CTEA may participate in the National Child Nutrition Program through a contract with the Shoshone-Bannock Jr./Sr. High School (See Appendix S). CTEA may also explore the possibility of contracting with the Blackfoot or Pocatello school district. Meal preparation will be guided by the USDA Code of Federal Regulation and meet or exceed minimum daily nutritional requirements as determined by the appropriate authorities.

- 8.3.2** Free and reduced lunch forms will be provided to all students by CTEA. Free and reduced price lunches will be available to qualifying students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. CTEA will follow the USDA establish policies for determining prices for meals, verification reporting, record keeping, and governmental reimbursement.
- 8.3.3** CTEA will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such programs which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

TAB 9: Virtual Charter School

Section 9.1 - Qualification as Virtual Charter School I.C. §§33-5202 (a)(6)

9.1.1 CTEA does not qualify as a public virtual charter school.

TAB 10: Business Arrangements, Termination, and Dissolution

Section 10.1 - Description of Business Arrangements and Partnerships

- 10.1.1** Partnerships
- 10.1.2** Special Services Contracts
- 10.1.3** Curriculum Contracts
- 10.1.4** Other Contracts

Section 10.2 - Additional Information Desired by Petitioners

- 10.2.1** Compliance
- 10.2.2** Amending the Charter
- 10.2.3** Right to Evaluate
- 10.2.4** Public Access
- 10.2.5** Lease/Purchase Documentation

Section 10.3 - Termination Plan I.C. §§33-5205 (3)(v), §§33-5206 (8)

- 10.3.1** Provisions for Termination
- 10.3.2** Dissolution
- 10.3.3** Responsibility for Dissolution
- 10.3.4** Payments to Creditors
- 10.3.5** Disposal of Assets
- 10.3.6** Transfer of Student Records
- 10.3.7** Transfer of Personnel Records

Section 10.1 - Description of Business Arrangements and Partnerships

10.1.1 Partnerships. CTEA will continue to seek community partnerships to acquire/share resources, network, and improve the educational opportunities at the school. Currently, CTEA has partnered with the Fort Hall Business Council and Wada Farms for financial and material resources and is negotiating partnerships with the Shoshone-Bannock Jr./Sr. High School, the Wellness Center committee, and the Parks committee. The administration and Board of Directors has included the Director of TANF and EET to coordinate educational efforts. CTEA will also seek out partnerships with the INL, Premier Technologies, Nonpareil, and other organizations whose partnerships are deemed beneficial to the school. Partnerships will be sought out through established Tribal contacts with these organizations or solicited by the Board of Directors and/or Director. In addition, CTEA will actively seek and engage in associations with various organizations, including, but not limited to, Shoshone-Bannock Tribes, SBT Language and Cultural Preservation Department, Idaho State University, National Indian Education Association, Indigenous Language Institute, National Education Association, etc.

10.1.2 Special Services Contracts. Special education and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act services may be contracted to meet the needs of all students; CTEA will enter into all contractual agreements prior to the opening of the school, thus these services will be available to students by the first day of school. CTEA has discussed contractual arrangements for school psychologist; speech therapy, physical therapy, and occupational therapy services with local providers.

10.1.3 Curriculum Contracts. As needed, the curriculum for CTEA will be compiled with the assistance of the Board of Directors, Director, curriculum coordinator, faculty members, information technologist, and other qualified professionals. CTEA may contract services as needed; however, no contracts have been discussed and this time and will not be entered until the charter is approved and the timing is appropriate. Currently, CTEA is working with the Shoshone-Bannock Language and Cultural Preservation Department for translations of the kindergarten science and math curricula into Shoshoni, development of the culture curriculum, and the production of the Shoshoni language materials. All curricula will be aligned with the most current educational standards adopted by the State of Idaho.

10.1.4 Other Contracts. When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time. A list of all contracts identifying the party with whom CTEA has contracted, the length of the contract, and the requirements of the contract will be submitted to the ACE and the State Department of Education upon contractual agreement, as required and in a timely manner, and posted on the school's website.

Section 10.2 - Additional Information Desired by Petitioners

10.2.1 Compliance. CTEA will comply with all Superintendent for Public Instruction, Idaho State Board of Education, State Department of Education, federal, state, and ACE rules, policies,

and regulations as they relate to Charter Schools and public education, unless exempt through charter or other legislation.

10.2.2 Amending the Charter. Any revision of the terms of the CTEA Charter will be in compliance with Idaho Code, will require the approval of the Board of Directors and the ACE, and may require another State Department of Education Sufficiency Review.

10.2.3 Public Access. CTEA's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of other local public school districts; final determination will be at the discretion of the Board. CTEA will fully comply with all aspects of the Idaho Public Records Law (Idaho Code §§9-337 – §§9-350) and with the Idaho Open Meeting Law (Idaho Code §§67-2340 through §§67-2347), as indicated in the Bylaws.

Section 10.3 - Termination Plan

10.3.1 Provisions for Termination. The Board of Directors recognizes its responsibility to maintain communications with the ACE regarding any changes, problems, or difficulties in the operations of CTEA. Moreover, CTEA will resolve any dispute with the ACE regarding the provisions of the charter in accordance with Idaho Code §§33-5209 and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Copies of any formal complaints filed against CTEA, including lawsuits, will be provided to the ACE within (5) business days of receipt by CTEA.

10.3.2 Dissolution. In the event of revocation or termination of the CTEA Charter, the school board will make every attempt to fully cooperate with the ACE and State Department of Education through the dissolution process.

10.3.3 Responsibility for Dissolution. In cases of some form of termination, non-renewal, or revocation occurs, the Chairperson of Board of Directors will be responsible for the dissolution of the business and affairs of the school.

10.3.4 Payments to Creditors. Upon the dissolution of CTEA and pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, CTEA will attempt to pay or adequately provide for the debts and obligations of the corporation. First, all materials and/or equipment purchased with federal funds will be returned to the authorizer. The Board will dispose of other school property to satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution.

10.3.5 Disposal of Assets. After all debts and/or obligations are met, the Board of Directors will distribute all of the remaining assets of the corporation to the ACE.

10.3.6 Transfer of Student Records. The Chairperson of the Board of Directors will ensure that all student records are transferred to the local school district in which each student resides or to the district where the student will be matriculated. All students and parents will receive written notice of how to request a transfer of student records to a specific district; this process and the notice will be posted on the school's website. Students and parents will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. CTEA will

accommodate student record requests from other districts, universities, students, and/or parents for up to three (3) years after dissolution. After three (3) years, all remaining student records will be delivered to the student's last known home school district as the final repository.

10.3.7 *Transfer of Personnel Records.* The Chairperson of the Board of Directors will ensure that personnel records are maintained by the Secretary of the Board and all employees will receive a written notice describing where the records will be maintained and describing the length of time personnel records will be held. Employees will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. CTEA will accommodate personnel for up to three (3) years after dissolution.

References

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

Appendix D: Articles of Incorporation and Bylaws

Appendix A – Articles of Incorporation

FILED EFFECTIVE

**Articles of Incorporation
of
Chief Tahgee Elementary Academy, Inc.**

2011 SEP -1 PM 4: 53
SECRETARY OF STATE
STATE OF IDAHO

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned incorporator(s) of a nonprofit Corporation submit the following Articles of Incorporation to the Secretary of State in order to form a Non-Profit Corporation.

ARTICLE I: Name

The name of the Corporation shall be the Chief Tahgee Elementary Academy, Inc.

ARTICLE II: Principal Place of Business

The place in this state where the principal office of the Corporation is to be located is at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors/Trustees shall determine.

ARTICLE III: Registered Office and Agent

The mailing address of the registered office of the Corporation is RR2 North Box 76B, Pocatello, Idaho, 83202, and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration

The period of duration of the Corporation is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers

This Corporation is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. Said Corporation is organized for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

The Corporation shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, the Corporation shall not engage in any activities or execute powers not in direct furtherance of this Corporation's stated and inferred purposes.

The Corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes,

Page 1 of 3

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and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, the Corporation shall not discriminate against applicants, students, faculty, and staff based on race, creed, age, sex, color, ancestry, or national origin.

ARTICLE VI: Bylaws

The Bylaws shall be set for the necessary provisions for the regulation for the internal affairs of the Corporation.

ARTICLE VII: Initial Directors/Trustees

The names and address of the initial Directors/Trustees are:

Nancy Murillo, PO Box 663, Fort Hall, Idaho 83203

Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203

Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)

The name and address of the initial incorporator(s) are:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership

The Corporation shall have members.

ARTICLE X: Distributions

The property of the Corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its Directors/Trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Fifth hereof.

ARTICLE XI: Limitations

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

Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.

ARTICLE XII: Amendment to Articles

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, directors, and officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Directors/Trustees.

ARTICLE XIII: Indemnification

The Corporation shall indemnify each Officer and Director/Trustee, including former Officers and Directors/Trustees, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution

Upon the dissolution of the Corporation and pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or shall be distributed to a Tribal, State and/or local government for a public purpose.

Upon reimbursement of debts and liabilities of the Corporation, the remaining assets shall be distributed to the Corporation's authorizing entity. If at such time any remaining assets exist, the District Court of the County in which the principle office of the Corporation is then located shall determine final distribution.

Dated this 31st day of August, 2011

Signatures of Incorporator(s):



Sherwin Racehorse

204

FILED EFFECTIVE



**ARTICLES OF AMENDMENT
(Non-profit)**

2012 MAR 21 PM 3:36

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

- 1. The name of the corporation is:
Chief Tahgee Elementary Academy, Inc.

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

- 2. The text of each amendment is as follows:

Throughout, "the Corporation" has been changed to CTEA, Inc.

ARTICLE IX: Membership has been changed to.
CTEA, Inc. shall have no membership.

Article XIV has been changed to:
Upon the dissolution of CTEA, Inc. all assets remaining after all debts have been satisfied will be returned to the Authorizing Chartering Entity (ACE).

Please see attached

- 3. The date of adoption of the amendment(s) was: March 21, 2012

- 4. Manner of adoption (check one).

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
 - a. The number of directors entitled to vote was: Seven (7)
 - b. The number of directors that voted for each amendment was: Five (5)
 - c. The number of directors that voted against each amendment was: (0)

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
 - a. The number of members entitled to vote was: _____
 - b. The number of members that voted for each amendment was: _____
 - c. The number of members that voted against each amendment was: _____

Customer Acct #
(if using pre paid account)
Secretary of State use only

Dated: March 21, 2012
Signature: *Sherice Racehorse Gould*
Typed Name: Sherice Racehorse Gould
Capacity: Treasurer

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2012 MAR 21 PM 3:36

Amended and Restated Articles of Chief Tahgee Elementary Academy, Inc. SECRETARY OF STATE STATE OF IDAHO

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned incorporator(s) of a nonprofit Corporation submit the following Articles of Amendment to the Secretary of State.

ARTICLE I: Name

The name of the Corporation shall be the Chief Tahgee Elementary Academy, Inc. (CTEA, Inc.)

ARTICLE II: Principal Place of Business

The place in this state where the principal office of CTEA, Inc. is to be located is at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202. The business of CTEA, Inc. may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors/Trustees shall determine.

ARTICLE III: Registered Office and Agent

The mailing address of the registered office of CTEA, Inc. is RR2 North Box 76B, Pocatello, Idaho, 83202, and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration

The period of duration of the CTEA, Inc. is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers

CTEA, Inc. is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. CTEA, Inc. is organized for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

CTEA, Inc. shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, CTEA, Inc. shall not engage in any activities or execute powers not in direct furtherance of the stated and inferred purposes of CTEA, Inc.

CTEA, Inc. may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes,

and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, CTEA, Inc. shall not discriminate against applicants, students, faculty, and staff based on race, creed, age, sex, color, ancestry, or national origin.

ARTICLE VI: Bylaws

The Bylaws shall be set for the necessary provisions for the regulation for the internal affairs of CTEA, Inc.

ARTICLE VII: Initial Board of Directors/Trustees

The names and address of the initial Board of Directors/Trustees are:

Nancy Murillo, PO Box 663, Fort Hall, Idaho 83203
Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203
Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)

The name and address of the initial incorporator(s) is:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership

CTEA, Inc. shall have no membership.

ARTICLE X: Distributions

The property of CTEA, Inc. is irrevocably dedicated to educational purposes, and no part of the net earnings of the CTEA, Inc. shall inure to the benefit of, or be distributable to its Board of Trustees, officers, or other private persons, except that CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Fifth hereof.

ARTICLE XI: Limitations

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

Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, CTEA, Inc. shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this CTEA, Inc..

ARTICLE XII: Amendment to Articles

CTEA, Inc. reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, Board of Trustees, and officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by CTEA, Inc. pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Board of Trustees.

ARTICLE XIII: Indemnification

CTEA, Inc. shall indemnify each Officer and Board of Trustee member, including former Officers and Trustees, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution

Upon the dissolution of CTEA, Inc. all assets remaining after all debts have been satisfied will be returned to the Authorizing Chartering Entity (ACE).

Dated this 21st day of March, 2012

Signatures of Incorporator(s):



Sherlee Racehorse Gould
Chief Tahgee Elementary Academy

FILED EFFECTIVE

2012-OCT -2 AM 11:00

SECRETARY OF STATE
STATE OF IDAHO

**Amended and Restated Articles
of
Chief Tahgee Elementary Academy, Inc.**

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned Chief Tahgee Elementary Academy Board of Directors submit the following Amended and Restated Articles of Incorporation to the Secretary of State, which were adopted by a vote of four (4) in favor, zero (0) against, and three (3) absent.

ARTICLE I: Name

The name of the CTEA, Inc. shall be the Chief Tahgee Elementary Academy, Inc (CTEA, Inc).

ARTICLE II: Principal Place of Business

The place in this state where the principal office of CTEA is to be located is at NW Corner of Rlo Vista and Cemetery Roads, Pocatello. The business of this CTEA, Inc. may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

ARTICLE III: Registered Office and Agent

The mailing address of the registered office of CTEA, Inc. is to be located is at RR2 North Box 76B, Pocatello, Idaho, 83202 and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration

The period of duration of CTEA is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers

CTEA, Inc. is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit CTEA, Inc. Act as amended and supplemented. CTEA, Inc. is organized for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

CTEA, Inc. shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, the CTEA, Inc. shall not engage in any activities or execute powers not in direct furtherance of the stated and inferred purposes of CTEA, Inc.

CTEA, Inc. may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, the CTEA, Inc. shall not discriminate against applicants, students, faculty, and staff based on race, color, or nation or ethnic origin.

IDAHO SECRETARY OF STATE
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ARTICLE VI: Bylaws

The Bylaws shall set for the necessary provisions for the regulation for the internal affairs of the CTEA, Inc..

ARTICLE VII: Initial Directors

The names and address of the initial Directors are:

Nancy Eschief Murillo, PO Box 663, Fort Hall, Idaho 83203

Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203

Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)

The name and address of the initial incorporator is:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership

CTEA, Inc. shall have no membership.

ARTICLE X: Distributions

The property of the CTEA, Inc. is irrevocably dedicated to educational purposes, and no part of the net earnings of the CTEA, Inc. shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof.

ARTICLE XI: Limitations

No part of the net earnings of the CTEA, Inc. shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the CTEA, Inc. shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the CTEA, Inc. shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the CTEA, Inc. shall not carry on any other activities not permitted to be carried on (a) by a CTEA, Inc. exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a CTEA, Inc., contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. "Notwithstanding any other provision of these articles, this CTEA, Inc. shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this CTEA, Inc..

ARTICLE XII: Amendment to Articles

CTEA, Inc. reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, directors, and officers are subject to this reservation. The Articles of Incorporation

may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the CTEA, Inc. pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Board of Directors.

ARTICLE XIII: Indemnification

CTEA, Inc. shall indemnify each Officer and Director, including former Officers and Directors, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution

Upon the dissolution of the CTEA, Inc., all assets remaining after all debts have been satisfied will be returned to the Authorizing Chartering Entity (ACE).

Dated this 2nd day of October, 2012

Signature for the Board of Directors:


Nancy Eschist-Murillo, Chair

BYLAWS

Of the

Chief Tahgee Elementary Academy

An Idaho Nonprofit Corporation

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ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of CHIEF TAHGEE ELEMENTARY ACADEMY, INC. (CTEA), an Idaho nonprofit corporation, is located at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202.

Section 2. Registered Office. The registered office of CTEA is to be maintained in the state of Idaho is located at Route 2 North Box 76B, Pocatello, Idaho 83202, and may be changed from time to time by the Board of Directors.

ARTICLE II. PURPOSE

The purpose of CTEA is to provide high quality, heritage language immersion education (i.e. Shoshoni/Bannock) for children in grades kindergarten through sixth grade that meets and exceeds Idaho education standards established by the State Board of Education.

ARTICLE III. MEMBERSHIP

Section 1. Voting Membership. Voting membership at CTEA consists of the following stakeholders: all persons at least eighteen (18) years of age who are founders, current employees, and parents, legal guardians, or acting custodians of currently enrolled, continuously enrolled, or recently accepted students at CTEA.

Section 2. Voting. Two (2) parents, guardians, or acting custodians are eligible to vote per family. Founders and employees are entitled to one vote per individual. Each family will be asked to designate two voting members upon enrollment of their student(s) and asked to annually update the names and contact information at student registration. Up to thirty (30) days prior to an election, any family may change an individual voting member upon a written, legally compliant request. Each member is entitled to vote on matters submitted to a vote of the members. Voting will be overseen by a neutral third party and conducted by secret ballot at a location predetermined by the Board of Directors. Eligible voters must be present to vote or request an official absentee ballot. Absentee ballots must be received in the office no later than five working days prior to an election. Conditions

for the suspension or termination of a voting membership may be established by the Board of Directors and recorded in the minutes of the proceedings.

ARTICLE IV. BOARD OF DIRECTORS

Section 1. Powers. The Board of Directors is responsible for the supervision and control of the business, property, and affairs of CTEA, except as otherwise expressly provided by law, the Articles of Incorporation, and these Bylaws. The Board of Directors shall conduct or direct the affairs of CTEA and exercise its powers subject to applicable education law, not-for-profit corporation law, the Idaho Nonprofit Corporations Act, the CTEA Charter, and these Bylaws. The Board of Directors may formally delegate appropriate management of activities to others, so long as the affairs of CTEA are managed, and its powers are exercised, under the Board of Directors' ultimate jurisdiction. Authority is given to CTEA's Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (*I.C. §§33-5201*).

1.1. General Responsibilities. The Board of Directors shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board shall:

- 1.1.1.** Issue or cause to be issued fiscal and programmatic audits and an annual report, including a CTEA financial report;
- 1.1.2.** Approve all expenditures;
- 1.1.3.** Establish procedures and policies which will govern and provide oversight for all CTEA operations;
- 1.1.4.** As needed, secure the services of an attorney and/or legal counsel;
- 1.1.5.** Secure general liability and errors and omissions insurance as customary and proper for the operation of similar non-profit corporations;
- 1.1.6.** Hire and terminate all non-classified employees of CTEA;
- 1.1.7.** Conduct any and all business of CTEA to ensure the health and welfare of the corporation and its goals and purposes.

Section 2. Conflicts of Interest. In the event that a Director has a conflict of interest that might limit fair and impartial participation in Board of Directors deliberations or decisions, the Director will

inform the Board about the conflict. If the circumstances require the nonparticipation of the affected Director, the Board of Directors may nonetheless request additional, non-confidential information from the Director that may assist in deliberations and decision-making. "Conflict of Interest," includes any transaction by or with CTEA in which a Director has a direct or indirect personal interest, or any transaction in which a Director is unable to exercise impartial judgment or otherwise act in the best interests of CTEA.

Section 3. Number and Qualifications. The Board of Directors of CTEA will consist of five (5) to seven (7) members.

3.1 Ex-Officio Members. The Board of Directors reserves the right to appoint ex-officio members as it sees fit.

3.2 Qualifications. To qualify as a member of the Board of Directors, an individual must be at least eighteen years of age and cannot be an employee of CTEA.

Section 4. Terms of Office. All terms of office will be four (4) years. Director seats will be divided into two categories: appointed and elected.

4.1 Appointed Directors. Three Director positions (seats 1, 2, and 3) are designated as appointed; these appointments will be determined by a two-thirds (2/3) vote of the Board of Directors. Candidates for appointed Director positions are to submit a resume and cover letter to the Board of Directors no later than March 31st during an election year for appointment in May.

4.2 Elected Directors. Four Director positions (seats 4, 5, 6, and 7) will be filled through election by the voting membership. Candidates for the elected Director positions will submit a ballot application by March 31st of an election year.

4.3 Term Limits. There will be no term limits imposed on Board of Directors members.

Section 5. Elections and Appointments. Elections and/or appointments will occur every year in May. The election cycle will begin for Director seats 6, and 7 during the first year CTEA is open to students. The appointment cycle for Director seats 1 and 2 will begin during the second year CTEA is open to students. The appointment and election cycle will begin for Director seats 3 (appointed), 4, and 5 (elected) during the third year CTEA is open to students.

5.1 Assuming Office. All trustees, appointed and elected, will take office at the regularly scheduled July board meeting.

Section 6. Vacancies. The Board of Directors has the authority to appoint any persons to vacancies on the Board to fulfill the unexpired term.

6.1 Resignation. Any Director may resign at any time by giving written notice to the Chairperson of CTEA. The resignation will take effect upon acceptance by the Board of Directors at its next regularly scheduled meeting.

6.2 Removal. Directors serve at the pleasure of the Board of Directors and the membership. Directors may be removed with cause as delineated in Board policy by a two-thirds (2/3) vote of the Board of Directors.

6.3 Recall of Elected Directors. Any stakeholder may request a recall election upon verification of the signatures of at least two-thirds (2/3) of individuals who voted in the previous election.

Section 7. Compensation. The Board of Directors serves without compensation.

Section 8. Loans. The Corporation CTEA will not lend money to or use its credit to assist its Directors or employees.

Section 9. Notices. CTEA will abide by the Idaho Open Meeting Law §§ 67-2340 through 67-2347. Directors will receive diligent notice of all meetings by oral or written means. Oral notice may be communicated through telephone or voice mail. Written notice may be delivered personally or sent by mail or email to each Director at her/his mailing address or email address as shown by the records of the Corporation. The purpose of any special meeting of the Board will be specified in the notice of the meeting.

ARTICLE V. MEETINGS

Section 1. Meetings of the Board of Directors. Pursuant to the provisions of the Idaho Open Meeting Law, all meetings of the Board of Directors are open to the public except when the Board may exercise its right to close meetings to the public at those times when appropriate.

Section 2. Special Meetings. Special meetings of the Board of Directors will be held at the call of the Chair whenever there is sufficient business to come before the Board of Directors, or upon the written request of four (4) Directors of the Board.

Section 3. Emergency Meetings. Emergency meetings of the Board of Directors will be held at the call of the Chair whenever there is sufficient business to come before the Board, or upon the written request of two-thirds (2/3) of the Board of Directors.

Section 4. Place of Meetings. The Board of Directors may designate any place as the place of meeting for any regular meeting or for any special meeting.

Section 5. Notice of Meetings. The Secretary will attempt to give notice to as many members as reasonably practical by (1) posting notice at the principal office; (2) publication on CTEA's website; 3) Tribal Business Center; and 4) Fort Hall Post Office.

Section 6. Waiver of Notice. Whenever any notice is required to be given to any member under the provisions of the Idaho Nonprofit Corporation Act as set forth in Title 30, Chapter 3, Idaho Code, under the provisions of the Articles of Incorporation, or the Bylaws, a waiver in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice.

Section 7. Quorum. Two-thirds (2/3) members of the Board of Directors will constitute a quorum for the transaction of business at any meeting of the Board, but if less than a majority of the Directors are present at any meeting, the meeting will be rescheduled. The Board of Directors may permit any or all Directors to participate in regular, special, or emergency meetings by, or conduct the meeting through the use of, any means of synchronous communication by which the public and all participating Directors may simultaneously hear each other during the meeting.

Section 8. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present will be the official act of the Board of Directors, unless otherwise provided by law or by these Bylaws.

Section 9. Voting. Directors in attendance must vote on all issues. Voting will be by "yes," "no," or "abstain."

Section 10. Agendas. The agenda of the Board of Directors will be prepared, or cause to be prepared, by the Chair in consultation with Board members, staff members and other groups or individuals directly concerned. The agenda will be subject to review and approval by the Board of Directors. All agendas will be posted according to timelines establish by Idaho Open Meeting Law §§ 67-2340 through 67-2347.

Section 11. Parliamentary Procedure. Except as provided by specific stipulations in the Bylaws of the Board, the Board will conduct all of its meetings in accordance with Robert's Rules of Order (Newly Revised).

Section 12. Board Minutes. The minutes of all open meetings of the Board are recorded and filed in CTEA's office. Minutes are considered public property after approval by the Board of Directors and are available to the public. All minutes will be written and made to the public within a reasonable time after the meeting.

ARTICLE VI. OFFICERS

Section 1. Officers. The officers of CTEA will consist of a Chair, Vice-Chair, Secretary and Treasurer. A Director may be elected to hold a combination of two officer positions if neither of the positions is Chair. CTEA may designate other officers as the Board of Directors may deem necessary and such officers will have the authority prescribed by the Board.

Section 2. Election and Term of Office. The officers of CTEA will be elected annually by the Board of Directors at the first meeting of the fiscal year. If the election of officers will not be held at such meeting, such election will be held as soon as possible thereafter. Each officer will hold office until their successor will be duly elected and qualified. The officers will hold office for one (1) fiscal year.

Section 3. Vacancies. Vacancies may be filled or a new office created and filled at any meeting of the Board of Directors.

Section 4. Removal. Any officer may be removed for a cause by an affirmative two-thirds (2/3) vote of the Board of Directors.

Section 5. Resignation. Any officer may resign at any time by giving written notice to the Chair of the Board of Directors. Such resignation will take effect at the time specified in the notice, or if no time is specified, then the resignation will take effect at the time accepted by the Board of Directors at its next regularly scheduled meeting

Section 6. Duties of the Chair. The Chair will preside at all meetings of the Board of Directors and will vote on all issues. The Chair will sign with the Secretary, or any other proper officer of the Corporation authorized by the Board of Directors, any deed, mortgage, bond, contract, or other instrument which the Board of Directors has authorized to be executed, except in cases where the

signing and execution thereof will be expressly delegated to some other officer or agent of the Corporation. In consultation with Board members, staff members and other groups or individuals directly concerned, the Chair will prepare, or cause to be prepared the Board agendas and will call to order as well as adjourn all meetings. In general, the Chair will perform all duties incident to the office of chair and any other duties that from time to time may be prescribed by the Board of Directors.

Section 7. Duties of the Vice-Chair. The Vice-Chair will maintain order within the board meetings at all times and ensure all Bylaws and traditions are respected by everyone. The Vice-Chair will ensure that parliamentary procedures are followed. In the absence of the Chair, or in the event of inability or refusal to act, the Vice-Chair will perform the duties of the Chair, and when so acting, will have all the powers of, and be subject to all the restrictions upon, the Chair. The Vice-Chair will perform all duties incident to the office of vice-chair and such other duties from time to time as may be assigned by the Chair or by the Board of Directors.

Section 8. Duties of the Secretary. The Secretary will keep or cause to be kept, the official minutes of the meetings of the Board of Directors in one or more books provided for that purpose. The Secretary will see that all notices are duly given in accordance with the provisions of these Bylaws, or as required by law and be custodian of the corporate records and corporate seal. In general, the Secretary will perform all duties incident to the office of secretary and any other duties as from time to time may be assigned by the Chair or the Board of Directors.

Section 9. Duties of the Treasurer. The Treasurer will keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of CTEA, including accounts of its assets, liabilities, receipts and disbursements. In general, the Treasurer will perform all the duties incident to the office of treasurer and any other duties as from time to time may be assigned by the Chair or the Board of Directors.

ARTICLE VII. COMMITTEES

The Board of Directors, by action adopted by two-thirds (2/3) Directors, may designate and appoint one or more committees, work groups, task forces, or other advisory group. No committee, work group, task force, or other advisory group will have the authority to amend or repeal these Bylaws, elect or remove any officer or Director, adopt policies, adopt a plan of merger, or authorize the voluntary dissolution of CTEA. Potential committee members may be required to submit an

application, vitae, resume, or biography to be considered for appointment.

ARTICLE VIII. STAFF

Section 1. Director of School Programs. The Director of School Programs will be under contract and serve at the pleasure of the Board of Directors. He/She will have oversight of the day-to-day operations of CTEA. Compensation for the Director of School Programs will be similar to that of an Idaho educational administrator with similar responsibilities and follow the guidelines established by the Internal Revenue Service for nonprofit executive compensation.

Section 2. Non-classified Staff. All non-classified staff are retained by the Board of Directors and accountable to Director of School Programs.

Section 3. Classified Staff. All classified staff are retained by the Director of School Programs and accountable to Director of School Programs.

ARTICLE IX. MISCELLANEOUS

Section 1. Indemnification. CTEA will indemnify any Director, officer or former Director or officer of CTEA against expenses actually and reasonably incurred by him/her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he/she is made a party by reason of being or having been a Director or officer, except in relation to matters as to which he/she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty to CTEA.

Section 2. Depositories. All funds of CTEA not otherwise employed will be deposited from time to time to the credit of CTEA in such banks, savings and loan associations, trust companies, or other depositories as the Board of Directors may elect.

Section 3. Contracts. The Board of Directors may authorize any officer(s) or agent(s) of CTEA, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of CTEA, and such authority may be general or confined to specific instances.

Section 4. Checks, Drafts, Payments, & Notes. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of CTEA will be signed by such

persons and in such manner as directed the Board of Directors.

Section 5. Investment. At the discretion of the Board of Directors and in accordance with the purpose, philosophy, and investment policy of CTEA, any funds of the Corporation which are not needed currently for the activities of the Corporation may be invested in any investments that are permitted by applicable laws.

Section 6. Annual Audit. A public accountant will audit the financial books and records of CTEA annually.

Section 7. Annual Report. The Board of Directors shall issue, or cause to be issued, an Annual Report of CTEA.

Section 8. Books and Records. CTEA will keep correct and complete books and records of accounts and will also keep minutes of the proceedings of its members, Board of Directors, and committees having any of the authority of the Board of Directors, and will keep a record giving the name and address of the members entitled to vote. All books and records of CTEA that are subject to Idaho Public Records Law may be inspected by any member or her/his agent or attorney or the general public for any proper purpose at any reasonable time.

Section 9. Nondiscrimination. CTEA is an equal opportunity employer and will make available its services without regard to race, creed, ancestry, national or ethnic origin, age, sex, color, or religion.

Section 10. Indian Preference. CTEA realizes that its school and business is located on the Fort Hall Indian Reservation and respects the Shoshone-Bannock Tribes legal rights to business activity and Indian preference laws. CTEA shall abide by the Tribes' Business License Act and the Tribal Employment Rights Ordinance in training, employment, and contracting.

Section 11. Political Activity. CTEA will not, in any way, use any funds in the furtherance of, nor engage in, any political activity for or against any candidate for public office. However, this Bylaw will not be construed to limit the right of any official or member of CTEA to appear before any legislative committee, to testify as to matters involving CTEA.

Section 12. Gifts. The Board of Directors may accept, on behalf of CTEA, any contribution, gift, bequest, or devise for the general purposes or for any special or educational purposes of CTEA.

Section 13. Dues. There are no membership dues.

ARTICLE X. AMENDMENTS

These Bylaws may be altered, amended or repealed and a new set of Bylaws adopted by an affirmative vote of two-thirds (2/3) of the Board of Directors, and subsequent approval by the Authorizing Chartering Entity (ACE). At least ten (10) days prior, written notice setting forth a proposed action and time and place of meeting will be given to all Directors.

CERTIFICATION

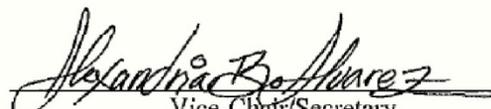
WE, THE UNDERSIGNED, being the duly elected Officers of the Board of Directors of CTEA, do hereby certify that the foregoing Bylaws of CTEA have been duly adopted as the official Bylaws of CTEA by resolution and consent of the Board of Directors on this 23rd day of October, 2012.



Chair



Treasurer



Vice-Chair/Secretary

APPENDIX A. DEFINITION OF TERMS

Academy – Academies are established in a way that is intended to be "creative" and "innovative" in order to give them the freedoms considered necessary to deal with the long-term issues they are intended to solve. In regard to these Bylaws, a term used to reference Chief Tahgee Elementary Academy.

Acting Custodian - If the parents/legal guardians are unable to participate in, or are absent from, their child's education at CTEA, the parents/legal guardians may designate up to two acting custodians to interact with the school on behalf of the student. An acting custodian may: be the primary contact for the school, register the student, check the student in and out, sign for homework and notes, attend parent/teacher conferences, and is eligible to vote for members of the Board of Directors. Duties that by law require a signature, decision, or action of a parent/legal guardian cannot be performed by an acting custodian. CTEA's Acting Custodian Policy delineates the rights and responsibilities of acting custodians at the school. Initial enrollment of a child in CTEA must be performed by the parents/legal guardians. During enrollment, parents/legal guardians will be informed of this option and asked to provide a written signed statement designating up to two individuals as acting custodians. Verification of acting custodianship will occur annually at registration. Acting custodianship may be changed at any time during the year upon a written, legally compliant request by the parents/legal guardians.

Appointed Board Member – An assigned or designated position by the Board of Directors

Articles of Incorporation – The primary rules governing the management of a corporation in the United States. Articles of Incorporation are filed with the Secretary of State's office.

Board Meetings (Emergency) - An emergency board meeting is a special meeting called because of circumstances that, in the judgment of the public body, require immediate consideration by the public body, and one where circumstances will not permit the public body to wait the five days to give notice of a special meeting. Emergency meetings must be preceded by specific notice to the board members.

Board Meetings (Regular) – Board meetings scheduled to occur regularly on a designated day of each month.

Board Meetings (Special) - A special board meeting is called because of circumstances that, in the judgment of the public body, requires special consideration by the public body and cannot wait until the next regularly scheduled board meeting. Special meetings must be preceded by specific notice to the board members.

Board Member – A person sharing the responsibility and liability for the organization with the rest of the members of a governing body that has supervisory powers.

Board of Directors - A governing board elected or appointed to direct the policies of an educational institution.

Board Officer - A board leadership position; typically refers to the chair, vice-chair, secretary, or treasurer.

Board Policy - A written plan used to influence and determine decisions or actions about specific issues of governance.

Board Procedures - Standard, detailed steps, techniques, or tactics that prescribe how to perform specific tasks.

Bylaws - The legal operating guidelines for a board.

Charge and Custody - The duty, responsibility, or obligation to keep safe and guard.

Charter - Confers powers and rights from the state or an organization to people, local chapters, or corporations.

Conflict of Interest - A situation in which the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit.

Corporation - A legal entity that exists to perpetuity until it is dissolved; a 'fictitious person,' separate from its managers or governors, usually given the same rights and obligations as natural persons.

Custodian - One that has charge of something; a caretaker, guardian, or keeper.

Dissolution - The formal procedure by which a nonprofit ceases to operate or exist; involves filing with the state and distribution of assets.

Education Law - The body of state and federal constitutional provisions; local, state, and federal statutes; court opinions; and government regulations that provide the legal framework for educational institutions.

Education Standards - Educational standards define the knowledge and skills students should possess at critical points in their educational career.

Elected Board Member – A position on the Board of Directors selected by the membership through vote.

Ex-Officio Member - "By reason of their office"; a person serving on a board due to his or her position or status rather than through elections.

Family – A family is defined as a group of individuals who share ties of blood, marriage, or adoption, and a group of individuals residing together who have consented to an

arrangement similar to ties of blood or marriage. For the purposes of these Bylaws, a family includes any number of siblings who are students at CTEA and one or more custodial adults.

Fiscal Year - A 12-month period for which an organization plans the use of its funds.

Founder – Founder is defined in Section 33-5202 A (3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors trustees of the public charter school, and who is designated as such at the time the board of directors trustees acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law.

Indemnification/Indemnify - A guarantee by an organization to rely on its own resources to pay board members' legal costs for claims that result from board service.

Independent Contractor - An individual or business that is contracted to perform a specific project or service for a specified amount. All independent contractors are retained by the Board of Directors unless otherwise specified in board policy.

Indian Preference – As detailed in the Tribal Employment Rights Ordinance, it is the process of selecting a person for employment based upon a preference applied when two or more persons are considered equally strong employee applicants following an interview of a pool of qualified applicants.

Insurance (Errors and Omissions) - Insurance coverage that protects professionals against claims of financial loss arising from their actual or perceived negligence, errors, and mistakes in the performance of service for others.

Insurance (General Liability) - Policy that covers civil liabilities to third parties, arising from bodily injury, property damage, or other wrongs due to the action or inaction of the insured. It covers only civil liabilities and not criminal liabilities.

Heritage Language Immersion Education - Language immersion is a method of teaching a Heritage Language in which the target language is used as the means of instruction. Unlike more traditional language courses, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, surrounding or "immersing" students in the second language.

Nonprofit Executive Compensation - The IRS requires compensation packages for nonprofit executives to be reasonable when taking into consideration the actual job description, required level of education or experience, similar compensation averages in the local area, number of hours worked, and the overall budget of the nonprofit.

Not-for-Profit Corporation Law - The body of state and federal constitutional provisions; local, state, and federal statutes; court opinions; and government regulations that provide the legal framework for not-for-profit corporations.

Parliamentary Procedure - Generally accepted rules, precedents, and practices used in the governance of deliberative assemblies.

Political Activity - Political activity is defined as activity directed toward the success or failure of a political party, candidate for partisan political office, or a partisan political group.

Public Charter School - A public funded school operated independently of the local school board, often with a curriculum and educational philosophy different from the other schools in the system.

Quorum - A minimum number of people required at a meeting in order for business to be conducted.

Self-Perpetuating Position – A position that renews or perpetuates itself for an indefinite length of time.

Staff (Classified) - School employees who are not required to hold credentials, such as bus drivers, secretaries, custodians, substitute teachers, instructional aides, food service workers, and some management personnel.

Staff (Non-classified) - School employees who are required to hold credentials, such as the principal, other administrators, teachers, and language instructors.

Stakeholders – All persons at least eighteen (18) years of age who are founders, current employees, and parents, legal guardians, or acting custodians of currently enrolled, continuously enrolled, or recently accepted students at CTEA. No other persons, groups, or organizations are classified as stakeholders in CTEA.

Synchronous Communication - Synchronous communication is direct communication where the communicators are time synchronized. This means that all parties involved in the communication are present at the same time. This includes, but is not limited to, a telephone conversation (not texting), a board meeting, a chat room event, and instant messaging.

Director - A person sharing the responsibility and liability for an educational institution with the rest of the members of a governing body that has supervisory powers.

Vitae - A vitae is a written description of an individual's work experience, educational background, and skills; it is more detailed than a resume.

Voting Membership – The voting membership controls an organization through elections of individuals to a governing board and has the right to voice concerns and make suggestions at regularly scheduled meetings.

Appendix C – Elector Signatures



**COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES**

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

To the Honorable Ben Ysursa, Secretary of State for the State of Idaho:

**I, Dale Hatch, County Clerk of Bannock County, hereby certify that 32
signatures on this petition are those of qualified electors.**


Deputy Clerk

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

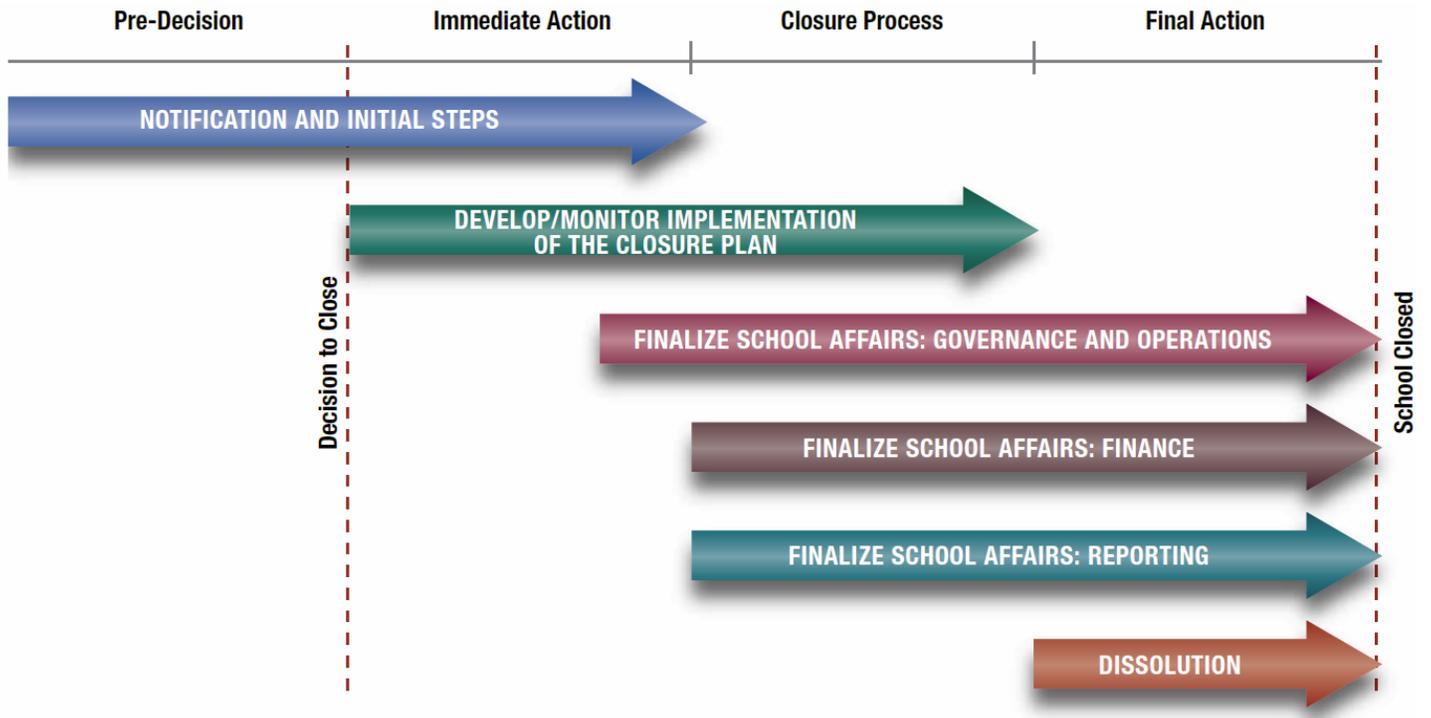
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual Education Partners, Incorporated doing business as Idaho Connects Online School (ICON) and formerly known as Kaplan Academy of Idaho (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 16, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.
- B. Grades Served.** The School may serve students in grades 6 through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes.
 - The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world.
 - The learning environment will be targeted toward each specific learner and their needs.
 - The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in studies for areas of weakness or need.
 - The online curriculum offered will include essential design elements with an introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice.
 - The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs.
 - The learner will have the ability to school from a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment.

- The learner and their parent/guardian will have the ability to have access to the learner’s teachers and advisor, as well as, having the ability to have access to the student’s online learning portal. Opportunities will be present for Parent, Teacher and Student conferences.

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 B. 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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be **unlimited**.
- 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.
- D. School Facilities.** **5680 E Franklin Rd. Suite 200, Nampa, ID 83687.** 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: **State of Idaho.**
- 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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.

- 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 E.
- 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 E.
- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Idaho Virtual Education Partners, Incorporated Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Idaho Virtual Education Partners, Inc. DBA Idaho Connects Online

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

Idaho Connects Online School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.		
Key Design Elements	<ul style="list-style-type: none"> ●The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. ●The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world. ●The learning environment will be targeted toward each specific learner and their needs. ●The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in areas of weakness or need. ●The online curriculum offered will include essential design elements with an introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice. ●The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs. ●The learner will have the ability to learn in a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment. ●The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for parent, teacher and student conferences. 		
School Location	5680 E. Franklin Rd. Suite 200 Nampa, ID 83687	School Phone	(208) 287-3668
Surrounding District	State of Idaho		
Opening Year	2009		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	6 to 12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
---	--

Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%				0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned		
Educational Program	1a	25	0	Near-Term	1a	50	0		
	1b	25	0		1b	50	0		
	1c	25	0		1c	50	0		
	1d	25	0		1d	50	0		
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0		
	2b	25	0		2b	50	0		
	2c	25	0		2c	50	0		
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0		
	3b	25	0						
	3c	25	0						
	3d	25	0						
	3e	25	0						
	3f	25	0						
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.					
Additional Obligations	4b	25	0						
Total Operational Points	5a	25	0						
% of Operational Points		400	0				400	0	
			0%						0%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ICON is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<p>Measure 2b</p> <p>ELA Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ICON is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)		Result	Points Possible	Points Earned
Measure 4a	Are students making expected academic growth in math compared to their academic peers?			
Norm-Referenced Growth				
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		39-50	0
			26-38	0
			13-25	0
			0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?			
Norm-Referenced Growth				
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		39-50	0
			26-38	0
			13-25	0
			0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

ALTERNATIVE ACADEMIC

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON																				
<p>Alt Measure 2a</p> <p>Math Proficiency Rate</p> <p>Comparison to Alternatives</p>	<p>Do math proficiency rates meet or exceed the state average for alternative schools?</p> <p>Exceeds Standard: The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p>Does Not Meet Standard: The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p>Notes</p>																				
<p>Alt Measure 2b</p> <p>ELA Proficiency Rate</p> <p>Comparison to Alternatives</p>	<p>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</p> <p>Exceeds Standard: The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON		
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result Points Possible Points Earned
Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.	
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result Points Possible Points Earned
Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
Five-Year Cohort Graduation Rate	<p>Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.</p> <p>Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p>Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>		<p>100</p> <p>80</p> <p>60</p>	<p>0</p> <hr/> <p>0</p>
Notes	<p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>			

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data 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 and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR						
<p>Measure 1 Is the school...</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> <p>Notes In the 2017-18 school year, the school will be collecting baseline data for the establishment of mission specific goals. In 2018, the school will work with PCSC staff to finalize goals to go into effect in the 2018-19 school year.</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned		0
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<p>Measure 2 Is the school...</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned		0
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<p>Measure 3 Is the school...</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned		0
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OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>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 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance 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.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
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FINANCIAL

INDICATOR 1: NEAR-TERM		
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Current Ratio: Cash divided by Current Liabilities</p> <p>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 last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 1d</p> <p>Unrestricted Days Cash</p> <p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>0</p>

FINANCIAL

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

ICON IDAHO CONNECTS ONLINE SCHOOL

A Statewide Virtual Charter School

2009-2010

Submitted to:

Idaho Department of Education
Idaho Public Charter School Commission

October 6, 2008
Amended April 4th, 2011
Amended August 15,
2013

Submitted by:
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EXECUTIVE SUMMARY

Formation and Purpose of Idaho Virtual Education Partners

Idaho Virtual Education Partners (IVEP) was formed to bring the strengths of virtual education to the diverse Idaho student population by creating one school that can meet multiple student needs and create one, connected learning community among students across the state.

Such a school will benefit students looking for more rigorous and advanced course work through Honors and AP offerings; ELL and special education students who need individualized and targeted support; students living in smaller districts where choice is limited with respect to differentiated courses and electives and at risk students seeking an alternative form of education with opportunities for credit recovery and skills foundation courses.

Most virtual schools aim for a flexible curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times. Although this is an innovative departure from conventional school scheduling, too often the primary goals remain conventional, being largely focused on achieving "mastery" of standardized content as measured by conventional test scores.

IVEP seeks to go beyond this baseline virtual model in two important ways. First, we seek to develop a program and a teaching corps that is ever mindful of opportunities to use instruction to help students develop the reasoning, evaluating and discerning skills that they will find useful across all the varying functions and roles they will play in their homes, schools and communities. Second, we seek to impart not only knowledge, skills and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in the 21st century.

ICON Idaho Connects Online School

ICON Idaho Connects Online School (ICON) is designed to provide a high quality alternative to Idaho students seeking a flexible and individualized learning experience with access to a full range of course offerings and expert teacher guidance.

ICON will harness the power of a flexible learning environment and modern educational technology to serve learners across the state of Idaho. Although these learners come with diverse backgrounds, interests, and postsecondary goals, IVEP believes all can benefit from an education alternative that stimulates and supports independent learning. Through the strength and flexibility of its standards-based online curriculum, combined with superior individualized support, ICON will create a learning environment that empowers students to rise to the challenge of independent, self-directed learning.

ICON will focus on students looking for more rigorous and advanced course work through Honors and AP offerings; ELL and special education students who need individualized and targeted support; and students living in smaller districts where choice is limited with respect to differentiated courses and electives and at risk students seeking an alternative form of education with opportunities for credit recovery and skills foundation courses.

Because of ICON's ability to provide a curriculum rich in science, mathematics and high level courses including honors and AP courses delivered via cutting edge These Idaho students will have an opportunity to connect with peers in different parts of the state to share learning experiences and new ideas. ICON will build technology, ICON students will be prepared for the expectations of today's colleges and employers. Additionally, ICON has the ability to provide regionally accredited college courses on the same technology platform as its k-12 curriculum. Students across Idaho who do not have access to rigorous college preparatory curricula or the ability to concurrently enroll in an accredited college will benefit greatly from the presence of ICON. ICON also has the ability to provide a full slate of credit recovery and GED preparation courses for the at-risk student seeking to be successful in an

alternative setting. Due to the number of at-risk students that are currently enrolled in the school, ICON will also operate an alternative school as identified and outlined in IDAPA Rules for Alternative Secondary Programs. This will be in addition to the school for regular education students that ICON currently operates. ICON will offer professional technical programs in Information Technology, Business Management and Administration, Human Services, Health Sciences, and Hospitality and Tourism. In addition, ICON will offer elective courses in Personal and Family Living, Drop Out Prevention, and Introduction to Careers. Due to the virtual nature of the school, ICON will allow for Dual Enrollment for those students that wish to take advantage of professional technical courses that are better served in a hands on environment such as construction.

A networked community of diverse learners prepared for the rigors of postsecondary education and the 21st century workforce. 21st century learning requires adaptive teaching and learning methods that positively engage students in their learning, encourages critical thinking and problem solving in real world application, and provide opportunities to interact with a larger community. That interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded.

ICON's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These abilities can be seen, for example, whenever a person adapts learned capabilities to a new job or career that did not exist when those capabilities were first formed. This dynamic demonstrates that curious and open-minded individuals are by nature lifelong learners. IVEP, through ICON, is committed to creating a diverse community of lifelong learners across the state of Idaho.

TAB 1 ARTICLES OF INCORPORATION, BY-LAWS, SIGNATURES, AND VISION AND MISSION STATEMENTS

A. Articles of Incorporation; By-Laws; Signatures

Attached as Exhibit A are the Articles of Incorporation for Idaho Virtual Education Partners ("IVEP"), an Idaho nonprofit public benefit corporation. IVEP will govern and operate the ICON Idaho Connects Online School pursuant to this Charter.¹

As described further in the next section, IVEP contemplates entering into a contract with Kaplan Virtual Education for provision of educational services; part of this arrangement will be a licensing agreement that enables IVEP to operate the school under the name "Kaplan Academy."

The rules governing the internal configuration, procedures and functions of IVEP are set forth in its By-Laws, attached hereto as Exhibit B.

The original signatures of Qualifying Electors as defined in Idaho law are attached as Exhibit C.

B. Charter School Vision Statement

ICON Idaho Connects Online School (ICON), governed by Idaho Virtual Education Partners, seeks to attract and serve a group of students who can benefit from instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than a traditional "brick and mortar" classroom. This model is distinguishable from other virtual or self-directed learning models: students

benefit from intensive academic support from professional educators, a feature lacking in other virtual and home school settings that heavily rely on parents for academic coaching.

For its first year, ICON will serve students in grades 6–12. If IVEP decides to propose and seek approval for additional grade levels, IVEP will undertake feasibility studies to determine the school's readiness for expansion, based on the stability of the academic program, student interest, other relevant factors and review and approval by the PCSC.

Some prospective students will be candidates for virtual schooling due to their need to succeed educationally and achieve high school graduation while also satisfying large time commitments demanded by parenting, working, caring for a relative, or pursuing intensive training in areas such as the arts or athletics. Others will be students with broad ability or curiosity across subjects, who can benefit from additional course offerings that may not be available in their local school districts. High achievers can also take advantage of the charter school's flexible pacing that enables them to accelerate through the program and graduate early. There are yet others who, for a variety of reasons, do not function well within the traditional daily classroom environment, and need an alternative.

ICON will not exclusively target students seeking an alternative due to compelling life circumstances. Our school vision is inspired by our belief that many 'traditional' students – if given the opportunity via a stimulating, engaging educational program – will demonstrate an interest and aptitude for self-directed virtual learning.

C. Charter School Mission Statement

ICON will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the strength and flexibility of its standards-based online curriculum, combined with superior individualized support, ICON will create a learning environment that empowers students to rise to the challenge of independent, self-directed learning.

TAB 2 PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

IVEP anticipates a number of effects arising from ICON that serve to benefit Idaho's students and educational landscape. The uneven geography of school funding is overcome by virtual delivery of courses to remote areas where students have no local access to certain courses they need or prefer. These can be high-level academic courses, foreign language courses, or elective courses that match a student's interests and aptitudes.

Members of Idaho's certified teaching corps will benefit from a new and very marketable skill set they will acquire in their ICON training to become online instructors. We discuss this comprehensive training regimen in Tab 3, Section D.

IVEP believes that in offering to student's instruction that is more individualized and flexibly paced than what they previously experienced, ICON can re-engage learners who have become resigned to low performance based on patterns of past setbacks. This is just one example of how the school offers a fresh alternative to students who have struggled in the regular classroom. The virtual environment is uniquely conducive to learning in that it creates just enough anonymity to mask superficial differences, for example in appearance, lifestyle, demeanor, and real or perceived socioeconomic status. The virtual school does not become an incubator for petty social alliances and conflicts based on in-groups/out-groups, prejudices, or peer pressure. Being largely free of such distractions, the virtual student can better focus on academic tasks, and the virtual school can better attend to its academic mission. In this environment, students can learn and teachers can instruct free from the biases of their past educational experiences. This learning climate sets the stage for ICON to deliver standards- based curriculum and assessment regime while also building a networked community of learners focused on 21st century skills.

A. Facilities

ICON will operate as a virtual school. Due to the number of at-risk students that are currently enrolled in the school, ICON will also operate an alternative school as identified and outlined in IDAPA Rules for Alternative Secondary Programs. This will be in addition to the school for regular education students that ICON currently operates. As such, minimal facility usage is required. ICON will maintain a central administrative office where important student and personnel records will be maintained. The virtual charter school is designed to operate independently of any facility. Using a secure login and password, students will be able to connect to all aspects of the program from any computer with Internet access. ICON will provide students with a fully configured laptop computer and will provide families with a stipend for standard broadband connectivity expenses.

B. Administrative Services

ICON will be operated by IVEP and governed by the IVEP Board of Directors as described in this charter petition. ICON's Executive Director will be the IVEP employee having lead responsibility for administering the school under policies and directives issued by the IVEP Board.

IVEP anticipates that it will contract with Odysseyware for the provision of educational services. These include instructional program deployment and development (including curriculum and technology); the specific terms and cost for these services will be the subject of an annual operational agreement or memorandum of understanding between IVEP and Odysseyware.

For provision of tax, accounting, payroll and audit services, IVEP will contract with other independent firms.

C. Liability and Insurance

IVEP, a non-profit Idaho public benefit corporation, will be responsible for governing ICON. The PCSC and the state of Idaho, including the Idaho Department of Education, will not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school. ICON intends to purchase general liability, property, and errors and omissions insurance as outlined below to protect the school's assets, staff, governing board members, and, where appropriate, the PCSC and the state of Idaho from unforeseen liability.

ICON shall secure and maintain, as a minimum, insurance as set forth below to protect ICON from claims that may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the Idaho Labor Code, adequate to protect ICON from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence.
3. A commercial liability policy, including property and general liability.
4. Fidelity Bond coverage shall be maintained by ICON to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

ICON shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the authorized charter entity. Facsimile or reproduced signatures are not acceptable.

Optional Insurance

Additionally, ICON may deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above. Such insurance shall not be the responsibility of the PCSC and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, ICON shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the PCSC, its officers, directors, and employees

from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons,

including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of ICON or its officers, employees,

agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors and employees. The PCSC shall be named as an additional insured under all insurance carried on behalf of ICON as outlined above.

D. Potential Impact to School Districts

IVEP anticipates that ICON will have no significant impact on school districts or other virtual charter schools. ICON will recruit students from all areas of the state and will not focus on a particular locale or region. Enrollment demographics are therefore expected to be proportional to statewide population distributions.

Because the student base comprising the market for virtual charter schools is expanding generally, ICON will not have a "cannibalizing" effect on the population base of other schools.

TAB 3 EDUCATIONAL PROGRAM AND GOALS

A. Program Provider

The school's learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. IVEP will contract with Odysseyware to provide high-quality courseware and academic support. Odysseyware designs courseware through its curriculum development division. Courses are delivered online via the Odysseyware Learning Management System (LMS). Odysseyware is the learning platform developed by Odysseyware. The Odysseyware LMS offers an automated lesson planning tool, individualized pacing for students, automated grading, and centralized student reporting. Critical student data recorded by the grade book and other LMS tools is updated nightly. Reports for student performance and progress can then be generated daily. All faculty have access to detailed reports.

B. Educational Philosophy: Adaptive Teaching and Learning for the 21st Century

The petitioners believe that educational success depends on positive student engagement—high levels of interaction with content, instructors, and fellow learners. That interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded. This model by definition seeks to serve students who are inclined to be self-motivated learners and furthers that quality through the combination of coaching by professional, state-certified educators and student-driven, self-directed work.

This learning climate is made possible by a curriculum that is targeted to individual learner needs and delivered through an online model that balances the unique advantages of traditional and virtual classroom approaches. ICON's curriculum is designed to cover the full, standards-aligned content in each core subject by the end of each academic year. However, the flexible pacing in this approach enables the student, under the guidance of the educator, to spend more intensive time and effort in areas of need. This model allows teachers to better address each student's unique learning and communication style, cultivate independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education and the job market in the 21st century.

ICON's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These abilities can be seen, for example, whenever a person adapts learned capabilities to a new job or career that did not exist when those capabilities were first formed. (Advancing knowledge and technology have created many such novel opportunities that demand creative adaptation and application of one's skills and abilities, and will continue to do so in the 21st century.) This dynamic demonstrates that curious and open-minded individuals are by nature lifelong learners. The instructional model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates him or her to pursue individual interest while proceeding through the required content.

ICON will position its students for success by enabling students to learn any time, any place, and by deploying flexible learning, teaching, curricular, and staffing models that adapt to the uniqueness inherent in every student and learning situation. It will inspire them to take ownership of their education and develop not only knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in response to the challenges and opportunities of the 21st century.

C. Program Design and Approach

The Odysseyware curriculum aims to inspire students to learn through its course design and rich interactive elements. The virtual courses are conceived and designed by Odysseyware's curriculum specialists. This team is tasked with creating online courses that are research-based in design, leverage full Internet and multimedia technologies, and address the needs of diverse learners, and are aligned to state content standards. The primary goals are to expand learning opportunities, improve student outcomes, and empower students to manage their own learning programs. These goals drive the key objectives that guide content creation, design, and delivery: accessibility for all students; flexible pacing; multiple opportunities to achieve and demonstrate mastery; and development of a student-centered curriculum that is continually improved through research and iterative evaluations that guide refinements to its design and delivery.

Odysseyware's courses, built on research-based online instructional strategies and learning models, use rich interactive and multimedia elements to capture students' attention, keep them engaged in the lesson, and help them grasp difficult concepts and processes. These strategies and elements include:

- Standard lesson elements include an introduction/anticipatory set, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice.
- "Show me" activities to demonstrate concepts.
- Links to other internet resources to build knowledge and bridge understanding across disciplines.
- Enrichment activities to encourage further learning and deeper understanding.
- Videos and simulations: students can see a complex process as it unfolds, with each interaction moving seamlessly into the next, with text explanations and captions/labels, and audio support. This greatly aids students in learning the complex processes often encountered in the sciences (having multiple stages, layers of information, and outcomes) that are difficult to learn when portrayed through narrative and graphics alone. Odysseyware also offer a text-to-speech option that provides each student the ability to control the amount of material to be read, the voice used, and reading speed. Odysseyware also offers a reference tool that allows students to select individual words, names and phrases in the text and receive immediate reference information (i.e. definitions and/or background information).
- Interactive Gizmos where students manipulate parameters of a problem (such as variables in an algebraic function) and see the resulting effects in multiple presentation modes (algebraic, tabular, and graphical).

In addition, core courses will contain Instructional Strategies at the Unit level for teachers to use with Honors, Academic, and Foundations (Remedial), ELL students, and Special Education, as well as assignments tailored to these student groups. ELL strategies will be included in all course versions (Foundations, Academic, and Honors), and will support student learning of unit concepts. ICON will offer courses in accordance with IDAPA Rules for Alternative Secondary Programs for the Alternative School and will offer professional technical programs in Information Technology, Business Management and Administration, Human Services, Health Sciences, and Hospitality and Tourism. In addition, ICON will offer elective courses in Personal and Family Living, Drop Out Prevention, and Introduction to Careers. ICON has access to these online courses through the Odysseyware platform.

Structurally, courses are divided into modules, units, and lessons. Each module and unit contains an essential idea or "big picture" concept with accompanying performance expectations and a teacher-graded assignment. Modules pose an essential question to the student that connects the content to larger

conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student at the beginning of the module and unit.

The core courses cover all the essential subject divisions within each of these academic areas: language arts, mathematics, history/social science, physical sciences, and life sciences. The school will also offer an array of electives reflecting a wide range of student interests, including communications and the professions (e.g., journalism, psychology); fine arts studies; liberal arts (including foreign language); computer technology; practical skills (health, personal finance); and career-oriented courses that focus on real-life experiences. Odysseyware's middle and high school course listings are attached as Exhibit D. The Odysseyware Curriculum also offers placement tests to ensure that students are placed in the right course for their educational needs.

The curriculum will support improved student achievement by providing standards-aligned learning activities, continuous monitoring and feedback on student progress, and frequent assessments. The curriculum is aligned to Idaho content standards, and is designed with differentiated assignment types that afford students varied ways to demonstrate mastery of content.

The petitioners believe that in offering this educational program, governed by IVEP and deployed with Odysseyware's online instructional resources, the charter school will provide an optimal learning environment for:

- Promoting higher levels of engagement through a highly individualized and supportive academic coaching model, and courses designed to capture and maintain student focus (for example by limiting text-per-page and incorporating graphics, embedded video, glossaries, and hyperlinks).
- Motivating students via real-time data and self-pacing guides; quick turnaround on graded assignments; and multiple avenues for interaction between learner/teacher, learner/content, learner/learner, and teacher/parent.
- Using data-driven protocols to ensure that students stay on pace, demonstrate progress, and ultimately achieve mastery of content. This is enabled by the data tracking and reporting functions of the LMS. The LMS collects student data and generates reports in a protocol that is updated daily to track progress and pace. The faculty has the performance data needed to know when to step in with timely inquiries and appropriate interventions (such as a parent conference, or a lesson adjustment to better accommodate the student's learning style) The Odysseyware Curriculum also offers the teacher the ability to customize the courses. This allows the teacher the ability to create assignments appropriate to student needs. Teachers can also assign, skip, or block assignments within the courses in order to address the needs to individual students or groups of students as a whole.
- Balancing the unique advantages of traditional and virtual classroom approaches. For example, some courses incorporate traditional writing essays, and the learning platform is unit based, so that courses proceed in unit modules – much as they do in a physical classroom. Courses are gated so that students proceed in an academically structural manner to garner the essential skills for use in future lessons. At the same time, the virtual classroom replaces the textbook-driven curriculum with a "living text" where content and delivery are continuously improved, via ongoing research, to optimize their educational value.

D. Academic Instruction and Support

Staffing Structure

ICON will employ a layered instructional approach. Each student receives individualized support from an academic team that includes the ICON School Coach, Instructors and Home Based Advisors. Students in the Alternative School will also have access to a certified School Physiologist. The ICON School Coach guides the student in planning their path through school and beyond. They make sure that students are on the right track toward graduation for both their personal and credit needs. Checking in regularly with students, they provide guidance and resources for exploring life goals and career interests. Instructors work directly with students by answering their questions, explaining concepts and techniques as necessary, adjusting lessons and assignments as needed, and monitoring student pace. Home Based Advisors are the first lines of support from enrollment to graduation. This support is both academic and personal. Home Based Advisors get to know their students and families through weekly phone calls, email, and other communication such as weekly progress reports that shows grade and progress toward end of course completion. They also act as advocates for their students such as working with classroom teachers, and keeping students informed about deadlines, events, and ICON requirements. The School Psychologist assists students with school concerns, such as motivation and goal-setting. They also help students deal with personal or family issues that cause stress or concern, including mental health issues, substance abuse, and grief and loss issues. They can also provide referrals; help connect students with resources in their own communities, and counsel students during times of need. As noted in Tab 6, ICON teachers in all of the core subjects – English/language arts, mathematics, science, and history/social science – will meet NCLB's highly qualified standards.

Student-Teacher Interaction

The teaching model fosters quality interaction between students and the academic team. Opportunities for one-on-one contact include communication through Instant Message, Skype, email, Odysseyware Messaging, individual student/teacher phone calls, teacher/parent phone conferences with parents and/or students, and individual student/teacher "whiteboard" sessions. These synchronous sessions can also be conducted with groups of students. The at-risk learner in the Alternative School is offered at a minimum an hour per day of direction instruction in the "whiteboard" sessions for their core courses. These are offered at a variety of times to choose from, both within the regular school day and into the evening. Sessions can also be recorded so that students have the opportunity to view the recording if not able to attend. The at-risk student in the Alternative School will also have access to ICON Instructional Support Rooms where students can join an ICON certified teacher who provides "at the elbow" support to students needing extra help or who are having difficulty.

In addition to lesson-related "contact" assignments that are part of every course, students are required to initiate one direct communication with each of their online Instructors on a weekly basis. Direct communication includes phone, email, or instant message. The Odysseyware LMS uses a built in message center that allows for instant help access to the teacher and a built in email system only used for teacher/student interaction.

In addition to the lesson contact and weekly required contact, teachers are required to contact each student at least twice monthly, via phone call or instant message, for academic review and assistance purposes. For a student taking six classes, this translates to twelve such sessions per month. Instructors are also expected to initiate contact if there are signs of a student falling behind pace, as indicated by the tracking functions of the LMS.

Instructors are required to return e-mail and phone calls within 24 hours; deliver grades for tests and assignments within 48 hours of submission; and take full advantage of the communication tools and protocols described above. The Executive Director coordinates the student's academic team to ensure that these communication protocols are being followed and that student's needs

are being identified and addressed.

In the flexible, student-driven virtual environment, "quality" interaction means skillful and appropriate to individual learner needs, and therefore relies on factors that go beyond lesson planning or required contact policies. It begins with how teachers are trained for interaction in the online environment.

With the Odysseyware Training Package, the school Executive Director (ED) and all faculty undergo three days of training on-site. The format is part instruction and part interactive exercises that enable attendees to learn the concepts and procedures through actual practice. Additional training is also provided through the year for 18 additional hours of webinar training based upon school needs.

In addition to the formal training module that teaches navigation and use of the LMS, all faculty have access to demonstration courses that are very similar to what students experience when they log in and navigate the system. The teacher can experience firsthand what students will see when they are working through and completing ICON courses.

The petitioners wish to emphasize that the ICON "trainees" will be Idaho-certified teachers who already possess more than a baseline level of proficiency and experience. That, combined with the new training they will receive at ICON, will enable them to become the skilled, responsive online teachers we describe under the subheading Translating Information into Actionable Strategies for Online Teaching in Tab 4, Section E.

Plan for Students Who Are Academically Low Achieving

Identifying and Understanding Low Achievers

ICON's instructional team is prepared to work with a diverse student population, and to focus intensively on those who struggle academically and perform below expectations. ICON recognizes that a significant component of low achieving or at-risk students may express an interest in and seek out opportunities to participate in professional technical educational opportunities. Students are defined as at-risk through the Enrollment and Orientation process in accordance with IDAPA Rules for Alternative Secondary Programs. Once identified, each at-risk student is assigned a Home Based Advisor, a School Psychologist, as well as, an ICON School Coach.

The petitioners understand that students can find themselves struggling for a variety of reasons. Some have difficulty staying on task; others have become accustomed and resigned to lowered expectations based on a pattern of past setbacks (to give just two examples).

These students will be identified through placement tests, past performance as recorded on transcripts, rubrics for identifying at-risk students as defined in IDAPA Rules for Alternative Secondary Programs, discussions with parents and previous counselors, IEPs, student assessments, writing samples; and ongoing one-on-one communication between teacher and student. ICON teachers will use this information to proactively support students and address individual needs before more intensive intervention efforts are required.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

To meet the challenges faced by struggling students, instructors will offer placement in appropriate courses based upon student need including core, elective, professional technical and work based courses as appropriate, continuous motivation and support; seek ways to engage students in meaningful learning through multiple delivery methods; and work one-on-one with students and parents in various ways. These include individual student/teacher calls, teacher/parent phone

conferences, academic team phone conferences (these include parents and student); and individual student/teacher "whiteboard" sessions. Where needed, instructors or advisors will also provide individual tutoring.

While all students can benefit from the flexible pacing inherent in the school's virtual program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times. Instruction is designed around a variety of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; worksheets; practice assignments; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces, in addition to the Idaho Standards Achievement Test (ISAT).

Along with this range of assignments, the program provides teachers with varied instructional suggestions to help different students master the material, each created to address different learning styles and levels of challenge. By drawing upon this menu of strategies and assignments to build a student's individual learning plan, teachers can provide comprehensive learning experiences tailored to each student's needs.

Modified instructional design and delivery adapted to the needs of low achievers will also emerge from the data-driven changes to instruction that is discussed under Tab 4 below.

Some additional ways in which the virtual classroom is geared to accommodate each student's singular needs and learning style are:

- individual support from a team of academic professionals: department chairpersons, instructors, and academic advisors;
- multimedia format that accommodates differences in knowledge acquisition by delivering mutually redundant/reinforcing text, visual, and audio content;
- hyperlinks providing immediate web access to reference materials and context sources;
- prompt response and feedback on graded assignments;
- the ability of students to check grades and track their progress (and retrieve all course submissions to read instructor comments) via the Grade book interface described in B.3) below;
- multiple avenues for frequent one-on-one contact between teacher and student, including synchronous whiteboard sessions, but also asynchronous e-text modes that afford the extra time for reflection and revision that helps level the playing field for certain types of learners;
- the ability to balance or choose between highly independent and collaborative modes of working on some assignments;
- the de-coupling of curriculum breadth from district resources derived from local tax revenue. This enables all students, wherever they are situated, to access any course they need ranging from remedial to AP and honors.

Plan for Gifted and Talented Students

In serving gifted and talented students, ICON will employ both the district level and school level protocols set forth in IDAPA 08.02.03.999. As a result, students will find ICON offers the comprehensive gifted and talented program contemplated by IDAPA and its enabling statutes. The program's characteristics and components, driven by the IDAPA requirements, are listed here in summary form:

- LEA-level plan encompassing program philosophy, definitions, goals, options, procedures, and evaluation.
- Screening and iterative survey process to capture all information needed to identify potentially gifted/talented students and determine their specific aptitudes and educational needs.
- Assessment methods and placement decisions using multiple information sources including but not limited to, formal assessment instruments, informal rating schemes, observations, personal interviews, and analyses of previous work and performance levels.
- Specialized curriculum development and deployment.
- Monitoring of student performance and progress, and using this information to inform program evaluations.
- Periodically evaluating the specialized curriculum and teaching methods to ensure their efficacy.
- Program administration by a designated, certificated ICON staff person.

Additional features that render the ICON program appropriate to the needs of gifted and talented students include:

- Enhanced, on-demand access to Advanced Placement (AP) and honors courses: the breadth of these course offerings does not rely on the resources of any single district. ICON will use KVE's Odysseyware's AP courses which are approved by the College Board.
- Flexible pacing that allows these students to advance at a rate commensurate with their ability.
- The adaptable, highly individualized instructional delivery described in sections C and D above. It's dynamic of enabling individually tailored instruction works as fully to benefit highly motivated and gifted/talented students as it does for struggling students.

E. School Grading Policy and High School Graduation Requirements

Grading

ICON will use a traditional 4.0 scale in determining Grade Point Average (GPA), and will weight honors and AP courses according to the chart below. College courses taken for high school credit may be weighted if approval of the Executive Director is granted prior to the start of coursework. Transfer credits may be weighted if the courses meet the guidelines established for ICON honors or AP courses. Both weighted and unweighted GPAs are recorded on the transcript. Middle school and high school GPAs are calculated separately.

Percentage Grade	Letter Grade	GPA	Honors GPA	AP GPA
90–100%	A	4.0	4.5	5.0
80–89%	B	3.0	3.5	4.0

70-79%	C	2.0	2.5	3.0
60-69%	D	1.0	1.0	1.0
0-59%	F	0	0	0

Credit is granted only for courses that earn a 1.0, or 60% out of a possible 100%. Only courses that earn 60% or above are calculated in the GPA.

High School Graduation Requirements

ICON graduation requirements shall meet or exceed the new Idaho requirements for students entering the 9th grade in the fall of 2009 and later, as set forth in IDAPA 08.02.03. All graduating students will have:

- completed a minimum of forty-six (46) semester credits in Academic Subjects, Elective, and approved work-based learning experiences;
- achieved a proficient or advanced score on the ISAT;
- sat for the COMPASS, ACT or SAT before the end of 11th grade; and
- completed a senior project (to include a research paper and oral presentation via webcam and other technology tools) by the end of 12th grade.

The following table summarizes ICON's program with respect to course requirements in conformance with IDAPA:

Subject Area	Minimum Credits	Required Configuration
English/Language Arts/Communication	9	To include four year of English instruction and 1 credit in Communications, with both subject constituted to meet the additional requirements of IDAPA 00.02.03.107.03
Mathematics	6	To include 2 semesters Algebra 1 and 2 semesters Geometry or state approved equivalents, plus 2 credits elective math. Two, of the six credits to be taken in the last year of high school.
Science	6	To include instruction in each area: *Biology *Physical Sciences or Chemistry, and Earth, Space, Environment, or approved Applied Science. Four credits shall be laboratory based.

Social Studies	5	To include government (2 credits), U.S. History (2 credits), and economics (1 credit). Current world affairs and geography to be integrated into all social studies instruction. Geography, sociology, world affairs, and world history course will not count toward the social studies requirement.
Humanities	2	Can be satisfied by a course in interdisciplinary humanities, visual and performing arts, or world language. Certain other course may satisfy if they meet conditions specified in IDAPA 08.02.03.107.07
Health/Wellness	1	
Other Electives	17	To include mandatory Senior Project, Foreign Language is strongly encouraged

F. Goals in Fulfillment of Educational Thoroughness Standards

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

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

Objectives: ICON will:

- Adopt policies as described below, which are appropriate to the virtual environment where frequent interaction among students, and between students and faculty, will occur mostly online via one-on-one and collaborative communication tools. These participants may also interact from time to time during field trips and proctored testing events.
- Notify students, through the student and parent handbooks, that interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to ICON policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same, and c) any lawful penalties or interventions to be imposed as a result.
- Formulate fair and effective disciplinary procedures for student academic, interpersonal, and Internet conduct. Discipline will follow a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.
- Adopt and incorporate into student and parent handbooks the Kaplan Academy ICON policies that prohibit unlawful, unethical, and unsafe use of the Internet by students, as well as ways students can protect themselves from harmful material, unsolicited contacts, and security breaches. As one example, the KA ICON Handbooks explicitly point out the dangers of file sharing sites, name prominent examples of such sites, describe how they can damage a student's computer system, and advise that a system so compromised is no excuse for falling behind pace

- Adopt and enforce a policy that expressly prohibits: Poor Service or disrespectful treatment of a colleague, student or vendor and or personal relationships or inappropriate socialization with students.
- Require a criminal background check as a condition of employment with IVEP and ICON.

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: ICON will:

- Support teachers by asking prospective students and parents to consider the level of commitment needed to succeed in virtual learning before they make a final decision on school choice. Students and their parents will be asked to sign voluntary commitment agreements upon enrollment. (In no instance will a student be refused admission nor subjected to any form of discipline because of a parent's failure to sign or comply with the parent commitment agreement.)
- Make students aware that they are not passively situated in a learning climate, but rather they help generate that climate through their engagement, interaction, and commitment. The school will begin on a strong footing due to the high level of commitment required of students who consciously choose the alternative of a virtual charter school.
- Adopt the comprehensive ICON policies and procedures for ensuring academic integrity and 'netiquette,' which are written into student and parent handbooks. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion. Educators thus find themselves fully supported, at policy and procedure levels, in their quest to elicit student work that is high in quality and uncompromised in integrity.
- Provide the distinct advantages of a virtual school environment, which is conducive to learning in that it creates just enough anonymity to mask superficial differences, for example in appearance, demeanor, lifestyle, and real or perceived socioeconomic status. This creates a more level playing field and a school unlikely to become an incubator for petty social alliances and conflicts based on in-groups/out-groups, prejudices, or peer pressure. Being largely free of such distractions, the virtual student can better focus on academic tasks, and the virtual school can better attend to its academic mission.
- Administer a student learning styles survey that will help teachers better know and understand their students and also support their overall learning goals.
- Administer regular student and parent satisfaction surveys throughout the school year.
- Not become complacent, even when outcomes are successful, concerning the conditions and practices most conducive to learning in online education practice. ICON believes these factors are still being discovered and developed, therefore, a successful learning climate is one that is constantly monitored and nurtured. This is both exciting and challenging, and ICON pledges to "keep an ear to the ground" and actively listen and respond to what is developing, both in the school and in the larger arena of educational research and reporting. ICON's focused, sustained effort in this regard can only result in a dynamic and ever-improving climate for teachers and students.

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: ICON will:

- Demonstrate, via policy and by example, the school's expectations for civil and courteous student behavior, and the belief that such behavioral traits – when motivated by a sense of empathy and fair play toward others and not merely by fear of transgressing the rules – can become deep character traits that are the hallmark of a civilized, educated person.
- Encourage students to work independently and at a pace suited to the daily rhythms of home life, while at the same time creating boundaries around this flexibility.
- Students are expected to consistently submit assignments on time. KVE's learning platform uses a combined system/human protocol that constantly monitors student pace and progress, contacts students and parents when students fall too far off pace, and offers support and strategies for pace recovery and maintenance.
- Impart to students the understanding that the particular blend of "inspiration and perspiration" -- and when each occurs during the process of working through assignments -- may vary with individual learning styles. But ICON will also inculcate the value of work by acknowledging to students that there are times when inspiration seems blocked, work seems routine and rewards seem uncertain, and that the way to get through these rough patches is by persevering. Academic advisors will help students organize their study time so as to keep pace and make progress without "burning out." The charter school student handbook will convey strategies such as short breaks, stretching and frequent exercise that can help students maintain the physical and mental stamina needed for self-directed learning and achievement.
- Establish an honor code policy that recognizes academic integrity as a foundational characteristic of successful students and supports appropriate behavior through increasing levels of consequence for failure to adhere to the school's expectations of honesty.

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

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

Objectives: ICON will:

- Ensure that students take full advantage of the multiple verbal and written communication modes available via the virtual school's synchronous and asynchronous communications pathways – e-mail, chat, whiteboard sessions, phone conferences, and so on.
- Emphasize written communication skills through timed writing assignments and by giving instructors defined models for teaching and assessment.
- Afford students the opportunity for thorough practice and growing proficiency in the different expressive modes through which concepts and processes can be conveyed and illustrated, such as narratives, tables and charts, and graphics. Instructors will help students develop the ability to discern the best mode for the task at hand.
- Require frequent real-time contact between students and teachers; involve students in parent-teacher conferences; strongly encourage students to make use of online collaboration tools.

where they interact with peers; and encourage students to join the school's online interest groups and clubs. By participating in these activities, students learn that communication skills are critical to making their needs understood and negotiating their position in multilateral forums involving peers and authority figures.

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

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: ICON will:

- Teach the basic content areas to all students, and reinforce knowledge and skills by integrating content and learning objectives across lessons, units and modules.
- Align curricular content and objectives with state standards.
- Replace textbooks with a "living text" that captures and maintains student focus by providing informative, interactive learning activities delivered via mutually redundant/reinforcing text, visual, and audio content.
- Offer a program with flexible pacing, varied ways for students to demonstrate mastery of content, a full range of graded assignment types, and data-driven adjustments to instructional methods and strategies, so that instruction is designed around each student's unique style of learning content and acquiring knowledge.
- Create a curriculum calibrated to student needs by continually improving it through research and iterative evaluations that guide refinements to its design and delivery.

Standard F: The skills necessary for students to enter the work force are taught.

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

Objectives: ICON will:

- Require students to acquire proficiency in using an integrated software system (the LMS), much as they will do in their working lives: progressing through the stages of introduction, orientation, handling basic features and functions, proficient navigation, and finally, adept user who can teach others. Along the way, students will "learn how to learn" as they acquire the discernment to know when and where to reach out for different levels of help: integrated help tools; help from each other, instructors, or parents, or more intensive technical support.
- Maintain a curriculum having a thorough basis in computational, reasoning and analytical skills, enabling students to recognize and solve problems. In imparting these skills, together with empathetic guidance and mentoring, ICON strives to lay the foundation for higher-order problem solving strategies that allow individuals to function effectively in the work force; for example, the

ability to resolve inner and outer conflict creatively, or to adapt to new challenges and changing life circumstances.

- Provide students with a curriculum whose learning objectives are integrated across lessons, units and modules, thus reinforcing the knowledge and skills imparted by those objectives.
- Provide students, through their everyday learning activities, frequent practice and growing proficiency with software tools such as word processors and spreadsheets that they will find ubiquitous in higher education, career training, and workplace environments.

Standard G: The students are introduced to current technology.

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

Objectives: ICON will:

- Provide every student with the computer hardware and software necessary to complete the school program, a stipend for standard broadband connectivity expenses, and an orientation to the Learning Management System (LMS). Every prospective student will have equal access to our program and none will be excluded for lack of means.
- Provide students with a best-in-class LMS. This solution provides an extremely high degree of reliability, scalability, and security in the delivery of mission-critical services to students, teachers, and administrators. Odysseyware LMS has enjoyed uptime performance of 99+% over the past three years. The system is also distinguished by 24/7 availability of user help.
- Provide students with the highest quality courseware featuring rich multimedia content that captures and maintains student interest and feeds natural curiosity.
- Expose students to computer capabilities such as iterative data tracking and feedback on cumulative progress, via pace tracking reports and Grade book functions that are integral to the LMS that students will use to access their courses.
- Provide hyperlinks, within course lessons, to web-based information sources. These web sources are comprised of topically distinct content highly relevant to lesson content, which may contain further links to institutional and cross-disciplinary networks, enabling students to branch out into expanded territories that help them gain context and broaden their understanding (e.g., not only how things work, but why things work the way they do). They also help students generate ideas for projects and writing topics.

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

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: ICON will:

- Offer students the opportunity for community interaction through school-based clubs and interest groups where they can interact with peers in pursuing common interests and celebrating their achievements.

- Create group projects that require students to learn collaboration by working cooperatively with other students to achieve the best result for the group.
- Require each student to organize the mandatory Senior Project around a hands-on community service project, interdisciplinary research project, or a career exploration project based on research or internship.
- Be mindful of opportunities to use instructional content to help students develop reasoning, evaluating and discerning skills that they will find useful across all the varying functions and roles they will play in their homes, schools and communities. These would include, for example:
 - o The ability to recognize moral dilemmas;
 - o The ability to distinguish between informed, considered judgments and reactive ones; and
 - o The ability to recognize that a contemplated course of action may entail both risks and rewards that should be evaluated and weighed before a decision is reached.
- Through the study of literature, history and current events, bring to students awareness of the adventitious occurrences and ironic twists that can lead to abrupt change and unexpected outcomes, which can be seen in the lives of individuals, societies, nations, and in international affairs. These lessons from the "long view" will help students see that patience, flexibility, alertness, and lifelong learning will be needed to cope and adapt in a century sure to be driven by rapid and seldom predictable changes.

G. Plan for Special Education Services

Provision of Services

ICON will provide a rigorous and appropriate curriculum for all students. ICON understands that the school will be obligated to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education within the least restrictive environment. Accordingly, ICON will comply with requirements set forth in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as applicable. Instruction and special services as mandated by IDAPA rules for Alternative Secondary Programs and applicable to any special education students meeting the at-risk definition will be complied with.

ICON will use the Idaho Special Education Manual as guidance for identifying, evaluating, programming, developing individualized education plans, planning services, developing a discipline policy, and budgeting for students with disabilities, as necessary. The ICON budget will include a reserve amount dedicated to covering expenditures in the event of unusual, unforeseen special education services.

IVEP anticipates that it will negotiate contracts with private service providers to fulfill most special education services for ICON students. These contracts will clearly delineate the desired mix of services to be provided.

The services will be delivered in accordance with each student's IEP at regional centers which ICON will set up based on student location and need. The residential demographics of the student populations served will determine the number and locations of such centers. The service schedule and type of facility chosen will be appropriate for the particular services and accommodations needed for each student served, in accordance with the IEP. ICON will either arrange for student transportation to the regional center or will reimburse parents for doing so.

ICON anticipates utilizing such regional centers to deliver services requiring face-to face contact. An example would be to deliver intensive intervention for students whose reading level is too low for them to read and understand lesson materials and other text presentations.

If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is such that IVEP believes these services can be provided by appropriately credentialed and qualified ICON staff, the school may assume responsibility for directly providing and managing some or all of these functions with its own staff.

Child Find

ICON anticipates that a number of its students may enter school with an IEP or with learning disabilities that may require testing for appropriate placement and possible services. ICON will work proactively and cooperatively with families and the teaching staff to identify students with exceptional needs. The school anticipates that its child find efforts will include various policies and practices, including, but not limited to the following:

- Admissions and enrollment practices that, using non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

Referral and Assessment

For students suspected of needing special education services, ICON will determine eligibility through an interdisciplinary process that includes all members of the IEP program team, and qualified outside experts if needed. The evaluation criteria used to establish eligibility will follow the 3-pronged scheme: 1) the student has a diagnosed disability (standard scores obtained from evaluations); 2) the disability adversely affects educational performance (obtained from functional assessment information as well as informal review, interview, etc.); and 3) the student needs special education in order to receive a Free Appropriate Public Education (student requires specially designed instruction). If the student is determined to have exceptional needs and requires special education and/or related services under the terms of applicable special education law, ICON will work with appropriate staff and families to convene and conduct individualized educational plan (IEP) team meetings.

Individualized Education Plans and Service Delivery

ICON staff will participate actively and as appropriate in planning and conducting the IEP team meetings and processes, even if primary responsibility for such services is contracted with a private provider. The

school will commit to implementing all special education and related services called for by the IEP. ICON understands that student progress toward the goals specified in the IEP will be monitored regularly, and formally reviewed by the IEP team on at least a triennial basis. Resource specialists will help ICON teachers tailor their instruction to ensure that the needs of all special education students are being met.

To accommodate students who require assistive technologies to overcome an impairment or disability, ICON will arrange for such students to be supplied with the needed technology enhancements. Such technologies include for example screen readers, on-screen keyboards, grammatical support tools, Braille embosser and text-to-Braille conversion, animated signing characters (avatars), switches, alternative mouse systems, word prediction capability, accessible online learning tools, alternative keyboards, and voice recognition systems. KVE's Odysseyware's online courses meet the Rehabilitation Act accessibility standards specified under Section 508, are aligned with Web Content Accessibility Guidelines version 1, and were developed following W3C/WAI standards.

ICON faculty and staff, working with the entire IEP team (including the student), will establish measurable student post-secondary goals, will identify the transition services needed to assist the student in reaching those goals, and will conduct the post-secondary monitoring of the student necessary to determine if the goals are being accomplished. In deliberating upon and designing the transition components for secondary-level IEPs, ICON will follow the results-oriented process described in the Idaho Special Education Manual.

ICON's mid-term and end-of-term grade reports will include IEP progress reports as applicable.

The IEP team will develop and document alternate graduation requirements to be met by students who are not able to meet the proficient standard on the ISAT.

ICON will ensure that faculty and staff participate in special education training programs and technical assistance opportunities provided by SDE.

Student Discipline and Due Process

With respect to special education students, the primary focus and expectation for ICON's discipline policies and protocols will be that they effectively implement the IDEA procedures for determining whether undesirable behavior is a manifestation of disability, pursuant to the IDEA regulations at 34 CFR 300.530. The Idaho Special Education Manual will also be used to guide the development of the student discipline policy for students with disabilities. These policies will ensure that students are not disciplined in a manner inappropriate for their specific needs and are not denied their federally guaranteed right to a free and appropriate public education as a result of discipline. In the event of a due process claim to enforce provisions of applicable special education law, ICON will work with appropriate staff and families to convene and conduct individualized educational plan (IEP) team meetings.

Program Design

Key guiding principles and strategies informing ICON's approach include:

- Curriculum content is organized around "essential ideas"

As described in Section C above, Odysseyware's courses divide the content into modules, units, and lessons. Each module and unit contains an essential idea or "big picture" concept with accompanying performance expectations. Modules pose an essential question to the student that connects the content to larger conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student at the beginning of the module and unit, supported by audio. From an instructional perspective, each performance expectation is accompanied by an assignment that provides instructional strategies for the ELL student and scoring support in the form of an analytic rubric and scoring guidelines.

- Expectations for ELL students are based on academic achievement.

ELL students identified via the Idaho English Language Placement Test will enter the program and will be placed in accordance with their academic achievement, not their language proficiency. Students entering high school are placed in the grade level appropriate to their level of academic achievement. A language proficiency assessment is used to determine the level of ESL support provided to the student throughout the academic school year and placement in specific language learning support programs. The Odysseyware Program also has the ability to translate all material into nine different languages:

- Odysseyware's online curriculum and ICON's instructional approaches use technology to support learning and facilitate interaction with the teacher.

Audio is built into the online content to support understanding of module and unit concepts, keywords and vocabulary, and to support summarization of lesson learning. ICON's instructors will use chat, white board, discussion board, and speak directly with students via telephone to provide instructional guidance, demonstrate concepts, work with students on their development of vocabulary and content knowledge, and to summarize what they have learned.

- ICON's instructional program assists students with developing strategies to learn English.

Teachers will provide assistance to ELL students to develop their academic vocabulary through specific language learning strategies early in the program, relying on ELL trained teachers to provide individualized support.

- Teachers will provide assistance to ELL students to develop their academic vocabulary through specific language learning strategies early in the program, relying on ELL trained teachers to provide individualized support.

Teachers interacting with ELL students will encourage them to bring into their online course experience examples of work created outside the classroom, to collaborate with other students via guided synchronous and asynchronous discussions, and to develop their communication and collaboration skills while working through the online curriculum.

ELL Teachers

ICON will use highly qualified teachers endorsed in ESL or bilingual education to deliver instruction to LEP students. Teachers certificated in English for Speakers of Other Languages (ESOL) will provide and

direct each English learners instructional plan. While students will be enrolled in courses which provide additional supports as noted below, the students will work directly with the ESOL resource teacher through regularly scheduled synchronous lessons. These lessons will be delivered through Class Live and whiteboard presentations and will focus on the following:

- instructional strategies to incorporate a scaffolding approach to contextualize language through greater utilization of visuals and demonstrations.
- utilization of native language support to provide students with greater access to academic content and to opportunities to activate their existing knowledge base.

Language Acquisition Curriculum

ICON's learning program includes content-based academic courses that contain numerous supports for English language learners. First, courses approach learning through the four language domains: listening, speaking, reading, and writing. Through these language domains, the courses support multiple modalities of learning, providing audio and video, text and writing experiences to the ELL student. For instance, audio will introduce and set expectations at the course, module, and unit levels. Lesson objectives are also offered via audio. Throughout all lessons, academic vocabulary and keywords will be supported by audio for pronunciation, definition, and contextual understanding. Lesson summaries are also provided in audio.

Course design also supports the ELL student. Basic concepts are introduced and clarified prior to developing deeper understanding. Lessons begin with springboard activities that establish and build background understanding prior to concept learning. Courses make content connections across disciplines, when appropriate. Students are encouraged through interactive prompts to think critically, problem solve, and share their work with peers, family, and teachers.

Language acquisition will be achieved through a specific ESL program that elevates students' level of language proficiency from starting proficiency to bridging into a fluent environment. Instructional strategies employed by the academic teaching staff alongside this program include research-based vocabulary building strategies; scaffolding strategies for cognitive, cultural, and language load and completing performance tasks; collaborative discussions; and support for oral and written language development.

Assessment and Program Evaluation

ICON will measure and report student progress with LAS Links Benchmark Assessments to provide a continuum of information on learning growth throughout the year. Tests will examine the domains of listening, speaking, reading, writing, and comprehension.

Potentially eligible incoming students, as determined by a home language survey, will be tested within 30 days of enrollment for purposes of placement in the ESL language program. Students who demonstrate English language proficiency will be exited from LEP education programs.

Goals will be established based on student progress in the LEP program as measured by progress on the LAS Links testing results. Satisfaction survey results will also be used to evaluate the program. Results

from the LAS Links testing will be maintained in a secure online environment and will be accessible to teachers and families. LAS Links results are utilized for state and federal reporting.

Meeting Linguistic, Academic and Cultural Needs of LEP Students

Through ESOL resource services, ICON will provide students with the services necessary to achieve success in academic classes. The resource services will assess each student, develop an instructional plan, engage students in individual and group (cultural) experiences, and monitor each student's progress and development. LAS Links testing will provide the necessary data to evaluate both individual student progress and program effectiveness.

Parent Involvement

Parents will be provided with opportunities to engage in information and decision making in three essential forums:

1. School information communications will be sent regularly from the ICON Executive Director. These communications will allow parents to remain current on school information, meetings and activities. All communications will be provided to parents in their native language.
2. The ESOL teacher will set up regular communications with parents to keep them abreast of their children's academic progress. When appropriate, academic teachers will join in parent conference calls with the ESOL staff member.
3. The Professional Development staff will provide parents with opportunities to engage in sessions to broaden their understanding of virtual education and to enhance their computer skills so that they are better prepared to work with their children.

I. Student Participation in Dual Enrollment and Concurrent Enrollment

Subject to the requirements for demonstrated academic proficiency, district residency, and other eligibility requirements set forth in § 33-203, Idaho Code, and IDAPA 08.02.03.111, ICON will work with families and school districts to enable student participation in extra-curricular activities of the home school district, to the extent practical. Dual enrollment may be necessary and will be allowed (pending approval from the other school of choice) for those students wishing to enroll in those professional technical programs that may be best supplemented through a component involved hands on education.

Concurrently enrolled students who earn credits from an accredited post-secondary institution will receive corresponding credit toward Idaho high school graduation requirements.

TAB 4 ASSESSMENT OF STUDENT EDUCATIONAL PROGRESS

Whether students are low achieving, high achieving, special education, or require English language development, a student's progress toward expected outcomes depends on a continual monitoring of individual student growth. ICON will pursue the pupil outcome goals, as measured by multiple and varied benchmark assessments (as detailed below), that are aligned to state content standards and matched with the state and federal accountability systems.

The petitioners believe that both student performance metrics and school performance metrics are indicators of how well students have developed the qualities and abilities the school seeks to instill. These include high levels of engagement, and the student's ability to take charge of his or her own learning by taking advantage of the program's flexibility and diverse paths to content mastery.

The petitioners have therefore set measurable goals for both student educational achievement and organizational and management measures, and the charter school will systematically track these metrics to gauge performance and progress.

A. Measurable Student Education Standards

Student progress and performance will be assessed in multiple ways to ensure that all students meet or exceed proficiency on state academic standards, demonstrate key critical thinking and communication skills, and are prepared to succeed in their postsecondary goals.

To achieve these objectives, ICON will implement and monitor progress toward the following measurable outcomes:

Student Goal	Measurable Goal	Assessment Tool	Baseline Data
Students will meet or exceed Idaho performance standards	Average English Language Arts and Math scores on the Idaho Standards Achievement Test will be equal or higher to the state average within three years.	Annual ISAT scores in grades 3-8, 10	Published Idaho state average scores for the English and math subsets
Students will demonstrate improved content area knowledge and mastery	75% of students will improve their ISAT scores after three years of enrollment at ICON.	Students' previous ISAT scores and results from the Scantron Performance Series assessment.	Year 1 student test scores
Students will feel that they are an integral and contributing part of the ICON community	Students will demonstrate their satisfaction with the ICON learning experiences by re-enrolling for subsequent years- target re-enrollment rate is 66% after	Year over year student re-enrollment and retention rates combined with qualitative survey results.	Year 1 retention data and survey results
Parents and Guardians will be satisfied with their student's learning	85% of parents will respond that they are Satisfied or Very	Parent Survey	Year 1 data

experience at ICON	Satisfied on an annual parent survey.		
Students will have increased learning options and opportunities	Year of year, an increasing percentage of students will enroll in honors, AP, Credit Recovery, career, professional technical, elective courses, or GED Prep Courses.	Course enrollment data	Year 1 data
Students will graduate from ICON with a defined post-secondary goal	ICON average graduation rates will equal or exceed the state average within three years and students will take steps toward post-secondary plans.	Graduation rates and senior student survey	Published Idaho graduation average

B. Measurable School Standards

In addition to being accountable under the state accountability system, ICON will pursue the following school-wide goals to measure progress against organizational and school management goals:

SCHOOL GOAL	MEASURABLE OUTCOME	ASSESSMENT TOOL	BASELINE DATA
Students in all subgroups will demonstrate proficiency and improvement over prior years' performance	ICON will make Adequate Yearly Progress as defined by Idaho state requirements and No Child Left Behind	ISAT scores, subgroup performance, graduation rates	Year 1 data
Students will demonstrate strong critical thinking and communication skills	ICON seniors will complete a required, independent project, and 75% will score a 4 or 5 across all categories on the scoring rubric	Senior project rubric	Year 1 data
ICON will support students and intervene appropriately to ensure courses are successfully completed	The average semester course completion rate will be at least 80% after two years	Course completion rates as tracked in the Learning Management System	Year 1 data
ICON faculty and staff will ensure that students are engaged in and satisfied with their learning experience	The average student retention rate will be between 75% and 85% within two years	Retention rates as tracked in the Student Management System	Year 1 data

Teachers will report satisfaction with their ICON experience	An increasing percentage of teachers will return to their positions each year (and report that they are Satisfied or Highly Satisfied with their roles) until the full-time teacher retention rate becomes stable at 70% or better	Teacher survey results and retention rates	Prior year data (beginning in year 2)
ICON will provide a high quality learning experience that meets accreditation standards.	ICON will pursue regional accreditation in Year 1	Accreditation reports	NA

The school goals above are realistic within the time frame given; at the same time ICON anticipates that these targets and ranges will at some point be reliably met on an annual basis, and in that event they may be re-set to higher thresholds. In this way the school's accountability system will be calibrated for continuous improvement.

C. Assessment of Student and School Standards

Academic performance and progress is assessed through graded lesson assignments, unit assessments, course and program pace tracking, course/semester capstone exams, statewide testing to include the ISAT, and the ACT and SAT as applicable.

In addition, students in mathematics and English/language arts courses are tested through the online Skills Assessment Performance Series for diagnostic purposes. Data for each student is maintained and tracked over time to assess progress toward mastery of state standards.

The types of gradable classroom assignments includes class discussions; worksheets; practice assignments; quizzes; journals; essays; creative writing or other writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces.

A distinguishing feature of the charter school's instructional model is the frequent and varied student assessments delivered through the Learning Management System (LMS). The

LMS can, for example, calculate assignments completed to date and suggest a pace going forward that would ensure the student completes all course work in the time remaining.

The charter school's online LMS will include the Odysseyware Gradebook, where student performance will be documented in real time. Grade book provides a central place for faculty to reference, review, and grade a student's course activities and assignments.

Assessment scoring can be automated for any objective question type used in a test.

Additionally, exam statistics tools are available for every exam taken online. These tools allow instructors to analyze student assessment results to make sure questions are accurately written and assessing the content being delivered.

Gradebook is tightly integrated with all areas of an online course delivered through the Odysseyware LMS. By giving teachers a choice of views and filters, its user interface opens a revealing window on the progress and performance of a single student or defined student group. When managing assessments in Gradebook, instructors can flexibly employ practices such as:

- Assign weighting percentages to gradable items
- Tag a gradable item as "practice"
- Tag a gradable item as "extra credit"
- Sort, filter, and view large quantities of grades

These options give instructors greater speed and dexterity in managing grades.

Gradebook also enables students to quickly and easily access instructor feedback so they can see the key concepts driving the course and module, identify areas for improvement, and adjust their focus and study time accordingly.

For capstone assessments:

- All students in middle and high-school grades will take a final exam at the end of each course.
- All 12th grade students will complete a Senior Project.
- The charter school will work closely with parents and resident districts in scheduling and administering the ISAT and other applicable state testing in a proctored setting. The results will be processed and reported to yield NCLB-compliant data on student performance and progress.

In addition, ICON will administer yearly student, parent, and faculty surveys to ensure that all stakeholders in the school are satisfied with their experience, believe themselves to be an integral part of the ICON community, and can provide input for overall school improvement and design. Results of these surveys will be used to implement new ideas and strategies that enhance the overall school community and individual experience.

D. Use and Reporting of Data

Collecting, Analyzing, and Utilizing Data

The school will rely on the robust data collection and reporting abilities inherent in the LMS- SMS interface. The web-based SMS stores comprehensive data about students, instructors, courses, applications, enrollments, and pace in a single database, enabling educators to quickly retrieve information and create custom reports. A student's assigned academic team (i.e., those faculty and staff having legitimate educational interest pursuant to FERPA) will have access to reports that detail the student's progress and challenges, and can take advantage of a variety of automated interventions to help keep the student on track.

Another important feature is Gradebook, which includes exam statistics tools that enable instructors to evaluate and modify assessment design based on an analysis of student scores. Gradebook functionality is further described in the response to Section B, Item 3) above.

The online program's faculty also uses these data-driven protocols to analyze performance, modify instructional practices, and deploy interventions:

- Real-time access to the results of the Skills Assessment diagnostic tests (administered three times a year) and program instructional tools (e.g. worksheets, study guides) created specifically to address each student's needs.
- Frequent feedback, ongoing assessment, and pace tracking that allows students, parents, and instructional team members to constantly monitor performance and progress and immediately see when adjustments/interventions are needed.
- Multiple academic intervention strategies including continuous positive feedback; inactivity alerts; pace notification letters; academic advisement conferences via phone; and individualized pace recovery plans.

These data, mechanisms, and intervention procedures are then used by teachers to assess each student's needs and deploy appropriate modifications. Instructors adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, or student needs.

Translating Information into Actionable Strategies for Online Teaching

As teachers deepen and broaden their understanding of each student's knowledge and skill level, they have a number of ways of adapting and shaping instruction to meet individual needs. Computer-scored activities and quizzes at the lesson level give teachers a basic understanding of student comfort with and understanding of lesson material. Teacher-scored performance tasks at the unit and semester level provide teachers with a deeper and clearer picture of student understanding and abilities. Performance tasks are provided at a variety of ability and skill levels, to give students a number of different ways of demonstrating their understanding.

If teachers notice otherwise successful students having discrete problems in particular lessons, they can talk them through rough areas through email or on the phone, going back over lessons and working

together through trouble spots. They can gather groups of students together at the interactive whiteboard to work through difficult concepts or practice problems collaboratively.

When teachers find that students are having more serious trouble progressing through a lesson or a unit, they can refer to a detailed, unit-by-unit "Instructional Strategies" resource for ideas on how to support, reshape, or adapt the lesson material to meet the needs of different types of students: providing students suffering from skills-gaps with tutorials and support lessons; having struggling readers or ELL students prioritize visual aids such as embedded videos and animations; and focusing on larger concepts and omitting interesting but less necessary detail for certain special education students, to name just a few examples.

Differentiation is thus supported on the input and output level. As teachers progressively learn more about their students, they create more individual pathways of instruction for them, and prescribe activities and assessment tasks on a more individual basis, to give students the best chance of learning the material and demonstrating their knowledge of that material. Over time, in the hands of skilled ICON teachers, this ability to tailor instruction to changing student needs becomes a driver of improved outcomes.

Using Data and Information Acquired from Stakeholders

ICON's educational program will also benefit from feedback provided by parents and students, who will be surveyed at least annually. Data and information from these surveys will be tabulated and interpreted so that IVEP and ICON leadership can use the information to help drive program goals and expectations, and to consider where structural, systemic, or procedural changes may be needed in order to better serve ICON students and families.

Reporting Data and Information to Stakeholders

Parents/guardians can receive updates on a daily basis by logging onto the Student Management System (SMS) to see the student's current average and pace in each course.

The Odysseyware LMS allows students to see and track their own progress via individualized pace charts as well as access to academic advisement.

Student scores on statewide assessments will be mailed to parents/guardians, along with interpretive guidance from the school's Executive Director based on SDE guidance and related NCLB standards.

Like other public schools, the virtual charter's annual performance will be shared with the community via the state's school report card system that reports academic and AYP performance, which is then published and freely available online at the Idaho Department of Education website.

E. Tracking Student Attendance and Contact

The virtual program to be provided by Odysseyware contemplates approximately 6.5 instructional hours per day on average, but this will vary day-to-day because instruction is available 24/7 and is paced flexibly according to individual student needs. The Odysseyware virtual platform will track hours logged into the system in real time, enabling teachers and administrators to frequently monitor instructional time.

Instructional time is systematically logged and reported by Gradebook's user activity function, which reveals whether a student was online during a specific day, and if so how much time was spent online and where it was spent. Time is reported for both content items and course tools, including all readings, assignments, exams, journal, whiteboard/synchronous session tool, chat, document sharing, weblography, and dropbox. To prevent time being logged when a student is not online, the system will automatically log a student out.

F. State Accreditation

ICON will pursue accreditation by the State Board of Education and the Northwest Association of Accredited Schools (NAAS), as required by Idaho law and provided for under IDAPA 08.02.02.140. As such, ICON will meet Idaho Accreditation Standards I through V by virtue of NAAS accreditation, and shall otherwise submit evidence to Idaho SDE that it has met Standard VI. ICON will pursue accreditation for the Alternative School.

During the first six months of operation ICON will apply for a three-year provisional accreditation as directed by NAAS, to be followed by full accreditation after the completion of a thorough self-study process.

The school will develop all required planning and reporting elements, including a District/School Strategic Plan (DSP), a DSP monitoring team, and a Continuous School Improvement Plan (CSIP). The CSIP will align structure, resource allocation, and teacher skill sets so as to improve school capacity in these areas and ultimately to increase student achievement.

ICON will meet state-approved accreditation standards and thoroughness elements, and will submit required reports to the Idaho Department of Education and the PCSC.

G. State Standardized Testing Participation

All ICON students will participate in Idaho's statewide assessment program in the same manner as other Idaho public school students. The school will ensure that each student timely sits for the appropriate examination instrument within a proctored setting. This includes the ISAT, the Direct Writing and Direct Mathematics Assessments, and the National Assessment of Educational Progress, as applicable.

Based on student population and location, ICON may negotiate and enter into agreements with resident school districts to provide accommodation for ICON students to sit for proctored statewide assessments on the scheduled testing dates established by the Idaho Department of Education. Alternatively, for remote students, ICON may hire proctors to administer tests at locations within or reasonably close to students' resident county. Parents and students will be notified well in advance of testing dates, times, and places.

H. Plan for Improvement under NCLB

In the event ICON is designated a school in need of improvement under No Child Left Behind (NCLB) the school will follow the applicable laws for school improvement written into section 16 of Title I of the Act.

Additionally, the charter school will hire an outside consultant who is familiar with school improvement and best practices to analyze the charter school's performance and make recommendations for improvement. The IVEP governing board will consider the consultant's findings and approve a plan for improvement in consultation with parents, school staff, and other experts. The improvement plan will seek to align the school's functions toward needed

improvements. These functions would include staff efforts, financial resources, and other instructional and programmatic supports. As part of the governing board's improvement plan, the charter school will identify resources and dedicate those resources toward implementation of the plan.

The improvement plan will include long-range improvement goals and short-term benchmarks to ensure that the school is progressing toward emergence from NCLB improvement status.

TAB 5 GOVERNANCE

Founding Group

The IVEP founding board of directors and developers bring a wealth of experience, dedication, and expertise necessary to accomplish ICON's educational goals on behalf of its targeted population. The founding members have expertise in the core areas needed to build or oversee a successful academic program. The charter school and its founders plan to contract with KVE to supplement this expertise with the additional skills necessary to operate the charter school, as described in this petition.

The developers/founding board members are:

- Cynthia Melillo
- David High
- Kenneth R. McClure

Legal Structure

The founders believe that establishing sound legal status and governance practices with clearly delineated roles and responsibilities from the outset is essential to sustaining the program for long-term success. ICON Idaho Connects Online School (ICON) is a charter school operated by Idaho Virtual Education Partners (IVEP), an Idaho non-profit public benefit corporation. IVEP has applied for its full tax exemption status from the federal government and Idaho state government, under the federal Internal Revenue Code section 501(c)(3) and the companion Idaho state tax laws and regulations.

ICON will be governed by a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the school's mission. The school's bylaws, adopted by the governing board, will be the primary policy document dictating board practice and operations. The bylaws will explicitly delineate the procedure for election and appointment, removal and vacancy of governing board members, and policies and procedures for conducting board meetings and general board operations.

Governance Structure

ICON's governance responsibilities will primarily be divided between the governing board and the school's Executive Director. The Executive Director and teachers will carry out the day-to-day operations of the school, with the director having primary responsibility to conduct and manage the daily operations. The governing board will set policy, approve the budget, and assure that the school maintains high academic standards. The ICON governing board shall have ultimate responsibility to oversee the operation and activities of the school.

The governing board's major roles and responsibilities will include:

- 1) Establishing and approving all major educational and operational policies
- 2) Approving all major contracts
- 3) Approving the school's annual budget and overseeing the school's fiscal affairs
- 4) Evaluating applications and hiring the Executive Director, faculty and staff.
- 5) Evaluating the school's Executive Director, who will be responsible for operating the school and implementing the policy direction of the board

- 6) Developing annual goals for the school and long range plans with input from the Executive Director, teachers, and parent advisory committee members
- 7) Receiving reports from, and providing recommendations to, the ICON Executive Director and staff, parents and students
- 8) Assessing ICON goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- 9) 9) Evaluating school and student performance

The governing board is responsible for the accountability requirements established under NCLB, Idaho state law, and this charter application. One of the governing board's primary responsibilities is to ensure that ICON is meeting annual accountability targets. The governing board will routinely evaluate the academic, financial, and legal/compliance health of the charter school and will work with Public Charter School Commission (PCSC) officials to determine the scope of ICON's annual academic accountability plan.

The governing board's objective is to develop an accountability plan that demonstrates measurable annual progress toward meeting the school's high standards for pupil success, and to oversee the implementation of that plan by the school's Executive Director and staff. The governing board will foster a close working relationship with PCSC and Idaho Department of Education officials to help ensure that ICON is meeting its accountability targets. As a part of this responsibility, the board will prepare a yearly performance report (described below), including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress.

Election and Removal Process for Board Member

The governing board members will be selected and removed using the methodology outlined in the IVEP bylaws, as may be revised from time to time by the IVEP governing board pursuant to the bylaws. Candidates for vacant board seats will be asked to submit a brief narrative statement regarding their qualifications for a position on the governing board that includes a description of their expertise in matters pertaining to the charter school's operations and their demonstrated commitment to ICON's mission and targeted student population. The candidates' narrative statements will be reviewed in an attempt to achieve the desired commitment level and the mix of skills and expertise necessary to effectively govern the charter school.

Structure and Operations of the Board

The governing board will hold its meetings as determined by the IVEP bylaws. The board will develop a policy manual to govern the conduct of meetings. Prior to developing and adopting its own policy manual, the IVEP board will follow the Idaho School Boards Association Charter School Model Policy Manual. The board will appoint a chairperson, a secretary and a treasurer, pursuant to the bylaws. The chairperson will be responsible for the functioning of the board and the conduct of board business and meetings. The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. The treasurer will have primary responsibility to monitor ICON's fiscal affairs and to oversee and review financial statements created by the school's chief business officer.

Board Training and Sustainability

IVEP founders and board members are committed to continuous improvement and on-going training to assist the governing board in fulfilling its responsibilities to act as stewards for the charter school. To this end, the IVEP board will seek appropriate training and educational opportunities to more effectively govern ICON's operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The school will maintain in effect general liability and board errors and omissions insurance policies.

Parental Involvement

ICON believes that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. ICON will encourage parent involvement, and will ensure that all faculty practice open communication to enable every parent to take an active role in the academic progress of their enrolled child as well as in the direction and governance of the school.

ICON will establish an Advisory Board which will be chaired by the ICON Executive Director, and will comprise parents, students, and staff. The Advisory Board will play an important role in making ICON a school responsive to staff, student, and parents' needs, and provide for continual improvement. The Advisory Board will meet regularly and function to address and make recommendations to the governing board regarding specific areas of school operations. Those areas are likely to include:

1. Curriculum / Instruction / Assessment
2. Mentoring / Internship Development
3. Extracurricular Programs/Activities
4. School Program Development
5. Fundraising and Development

The ICON academic model requires frequent outreach to parents and easy accessibility to faculty. Parents receive various email notifications regarding their child's pace and progress, and all parents/guardians have at least monthly contact with their student's academic team.

Parents will be surveyed at least once a year to determine their satisfaction levels with the school with respect to open governance; curriculum; instructional design and delivery methods; achievement of performance objectives; and other metrics that factor into the school's governance and accountability.

These iterative reporting mechanisms – combined with the availability of faculty to parents during and beyond normal business hours – is designed to keep parents apprised, informed and involved. This puts parents in a position to influence school decisions affecting their child, for example to change or add courses.

The forum for major school decisions will be public meetings of the IVEP Board of Directors. Parents will be notified of such meetings and will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board. ICON will encourage parents to form an association and if there is sufficient interest, can provide a bulletin board on the school website to accommodate a parent/teacher association-type entity.

Legal Affirmations

The ICON Idaho Connects Online School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability. The PCSC in performing its oversight of ICON shall not be liable for the debts and obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school. As a non-profit corporation, ICON will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the Idaho public school students it serves.

Audits

The ICON governing board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, and accounting practices, and will review the school's internal controls. The audit will be conducted in accordance with applicable Idaho statutes that govern audits of charter schools. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The school's audit committee will review any audit exceptions or deficiencies and report to the school's governing board with recommendations on how to resolve them. The governing board will report to the PCSC regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

Performance Audit

IVEP will develop the content, evaluation criteria, timelines, and process for the annual performance audit. This audit will, at a minimum, include the following data:

1. Summary data showing student progress toward the goals and outcomes specified in this charter application, as indicated by the assessment instruments and techniques described herein.
2. An analysis of whether student performance is meeting the goals specified in this charter application. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
3. A summary and analysis of the school's performance on state-mandated assessments, including the applicable alternative measures.
4. A summary of major decisions and policies established by the school's governing board during the year.
5. Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
6. Data regarding the number of staff working for the charter school and their qualifications.
7. A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
8. An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled and the numbers of students expelled and/or suspended.
9. Analyses of the effectiveness of the schools internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

10. Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter application generally.

Annual Reports

IVEP will submit the annual fiscal and programmatic audit and performance report to the PCSC for review.

ICON will submit annual accreditation reports to NAAS by October 15 of each year as required. Copies of those reports will be provided to the Idaho SDE and the ICON governing board.

TAB 6 EMPLOYEES; HEALTH AND SAFETY

Qualifications of School Employees

All administrators, faculty, and staff members to be employed by ICON must possess the qualifications, knowledge base, and experience essential to successfully fulfill their responsibilities. All employees will be hired under an employment contract. ICON will ensure that all required legal qualifications, including compliance with the requirements of the No Child Left Behind Act (NCLB), are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the Idaho state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications ICON requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by the ICON governing board and Executive Director. The number, type, mix and salary levels of each employee are outlined in the financial plan, attached.

Hiring Plan

ICON seeks to hire a diverse faculty composed of Idaho-certified teachers and other highly skilled professionals who express an understanding of and support for the mission and student population. ICON will achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the needs of our program as outlined in the hiring rubric. The rubric will contain qualifications and criteria directly aligned to the qualities that are essential for effective teaching and learning within the ICON program, as outlined in this charter petition.

Employing a highly qualified faculty and staff is critical to the program. ICON plans to recruit certificated personnel from regional and national graduate schools of education, teacher recruitment fairs, professional publications, newspapers and through ICON's website. ICON will begin earnest recruitment and hiring, especially for the school's Executive Director and other key staff, upon approval of this charter petition.

ICON teachers will be employed pursuant to a written contract form approved by the state's Superintendent of Public Instruction.

Faculty and Staff Qualifications

Teachers and Instructional Staff

ICON has a highly specified set of qualities it will require of its teaching faculty. ICON will adhere to all "highly qualified" requirements of the No Child Left Behind Act (NCLB) with respect to teachers. ICON will also adhere to highly qualified and properly endorsed personnel for any and all professional technical education courses and electives as required. As career counseling and emotional issues play an important role in dealing with at-risk youth, ICON will assign a Home Based Advisor an ICON School Coach and a certified School Psychologist. ICON currently has staff members in place for the Coach and Psychologist roles; In addition, ICON will also seek low student-teacher support ratios so that students are able to get the support that they need. The recommended ratios are:

- 1:25 for Home Based Advisors
- 1:50 for School Coach
- 1 FTE for School Psychologist

As such, teachers in all of the core subjects – English/language arts, mathematics, science, and history/social science – will meet NCLB's highly qualified standards. Teachers of core, college preparatory subjects (i.e. English language arts, math, science, and history/social science) and

special education will be required to hold a certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Applicants to teach in the program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an applicable Idaho teaching credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in ICON's mission.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employer and/or college or graduate school.

ICON will use a rubric in the interview process so candidates are each evaluated against a common set of standards. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies. ICON may also employ or retain non-certificated instructional support staff in any case where a credential is not required and a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a certificated teacher.

The Executive Director

Duties and Responsibilities

The Executive Director (ED) functions as the school principal, and reports directly to the IVEP governing board. At the board's direction, the ED is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the organization and may include but not be limited to the following:

- Ensure charter school enacts its mission
- Communicate and report to the governing board
- Supervise and evaluate teachers and staff
- Oversee school finances, including ensuring financial stability
- Interview and recommend to the governing board for hiring of staff
- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance at school of the students enrolled in the school in accordance with policies established by the governing board
- Complete and submit required documents as requested by the charter and/or governing board
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, purchasing, budgets, and timetables
- Interact effectively with media and promote positive public relations
- Participate in on-going professional development

Leadership Competence

- The ability to articulate and support the philosophy and direction of the ICON academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school; The ability to use appropriate communication tools, especially current technologies; The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board.

Required Qualification

- Idaho certified school administrator

Preferred Qualifications

- Professional Administrative Credential and/or Master's Degree in Education or equivalent;
- At least 5 years' experience in the education field
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

Academic Advising

ICON School Coach, Home Based Advisors, and School Psychologist will be responsible for ensuring that students are obtaining the instructional and motivational support they need to succeed in our program. Advisors They encourage student achievement through mentoring and guidance, for example by helping students navigate the online system, understand school policies and protocols, and plan their class schedules and course sequencing. The Advisor They will consult with the Executive Director and faculty on student needs and will aid students and parents in resolving personal problems by direct intervention or by referral to appropriate agencies. ICON will seek to employ Coaches and Home Based Advisors with the following qualifications.

- Ability to meet students' counseling needs in personal and social matters and knowledge of strategies to address student personal, social, and behavioral problems.
- Knowledge and experience in educational planning that will provide normal progress toward graduation, and completion of college admission requirements.
- Familiarity with college admissions requirements, admissions tests, academic

- achievement tests, aptitude tests, interest inventories, and financial aid.
- Demonstrated ability and willingness to write letters of recommendation.

Administrative and Non-Instructional Staff

The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

General Requirements, Hiring and Performance Review

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check. ICON will adhere to Idaho laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. ICON will comply with the provisions of NCLB as they apply to certificated personnel. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by Idaho and federal laws. All employees will be required to undergo a criminal background check prior to hiring through such services as a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Executive Director will have the authority to recruit and interview candidates and make hiring recommendations to the governing board for approval. The ICON governing board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The director will have the responsibility of evaluating the performance of the teaching and administrative staff on an annual basis, and to review the results of these evaluations with the governing board. The ICON governing board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Executive Director, with input from the ICON governing board, will determine the criteria by which to judge the performance of these employees prior to conducting a formal performance evaluation. These criteria will be tied directly to ICON's educational program goals by the use of a teacher employment rubric. The ICON governing board will create the job description and review the performance of the ICON director, both on a year-end basis. The director's performance will be objectively evaluated based on school and student success as reflected in a pre-defined set of performance criteria.

Compensation and Benefits

Staff at ICON will participate in the federal social security system as required by law and will have access to other school-sponsored retirement plans according to policies developed by the governing board and adopted as the school's employee policies. ICON will participate in the Public Employee Retirement System of Idaho (PERSI) for applicable staff and plans to offer an Internal Revenue Code section 403(b) plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the ICON governing board.

ICON's employees will have access to health care coverage and health insurance benefits that will be outlined in the school's employment handbook and presented to employees for review prior to hire. Employees will also be covered by unemployment and workers compensation insurance. This information

will be reflected in ICON's personnel policies and employment handbook and will be presented to employees prior to their employment with the charter school.

Salary

ICON plans to compensate its faculty and staff using a salary scale that ties salary to each individual's qualifications for their specific position. ICON plans to use a rubric that specifies the qualifications and experience levels desired for each given position. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. This salary structure will be detailed in ICON's personnel policies and employment handbook. ICON recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. ICON will likely therefore seek salary levels similar to the general salary levels being offered by these surrounding districts.

The ICON Executive Director will devise and recommend to the ICON governing board for approval, salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) and retain the caliber of employees necessary for ICON's success.

Employee Representation

ICON shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of employment and labor laws. ICON employees shall constitute a separate unit for purposes of collective bargaining.

Transfer Rights Members of the ICON staff who leave employment in any school district or other public school to work at ICON shall not have any right to return to employment within that school district or public school without prior consent by the school district or public school. Employees of ICON who were not previous employees of a school district or public school will not become such employees and will not have the right to employment within any other school district or public school upon leaving the employment of the charter school.

ICON teachers will receive credit for years worked at the charter school just as they would at a traditional public school.

Health and Safety

Prior to commencing instruction, ICON will adopt and implement a comprehensive set of health, safety, and risk management policies. In general, health and safety matters will be dealt with in accordance with these ICON policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the topics discussed below. These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Immunizations and Criminal Background Check

Pursuant to Idaho law, all enrolling students must provide either documents verifying immunizations as set forth in section 39-4801, Idaho Code, or a signed statement of exemption as described in section 39-4802. Immunization and other pertinent medical records will be kept (confidentially) on file by the school administration and held in security at the school's primary administrative office.

As a condition of employment, tuberculosis screening and fingerprinting will be required before the employee's start date. Each employee of the school shall submit to a criminal background check and furnish a criminal record summary to the Office of Certification within the Idaho Department of Education.

Facilities Compliance

Because IVEP will operate a virtual school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. IVEP will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. IVEP will ensure that its offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard. The school will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Student Health and Safety

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the state-required proof of immunization or exemption. The school will maintain records that verify any legally required tests and immunizations of students and staff. ICON will also have a policy establishing the school as a drug, alcohol, and tobacco free workplace.

ICON will also institute a policy and practice for identifying and addressing at risk behaviors displayed by students. The student and employee handbooks will include definitions and descriptions of such behaviors, including cyber bullying, and will define a discrete set of referral steps that should be taken by ICON staff and parents upon identification of potential at risk behaviors.

ICON staff will be given training as part of their professional development to teach staff how to identify such behavior or potential behavior and implement the referral practice. Upon identification or disclosure of an at risk behavior, ICON's referral practice will ensure that staff (teachers, advisors, counselors, etc.) document the disclosure and refer it to the Executive Director to address further. The Executive Director will be trained to address the behavior or potential behavior through a notification to the student's parent, where appropriate, and to the pertinent community outreach/support organization.

Blood-borne Pathogens

ICON will implement policies relating to preventing contact with blood-borne pathogens.

The Executive Director shall ensure that ICON meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Executive Director shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Internet Safety and Conduct

The ICON student and parent handbooks will adapt and incorporate Internet safety and conduct policies. These policies prohibit unlawful, unethical, and unsafe use of the Internet by students, as well as ways

students can protect themselves from harmful material, unsolicited contacts, and security breaches. As one example, the ICON handbooks will explicitly point out the dangers of file sharing sites, name prominent examples of such sites, describe how they can damage a student's computer system, and advise that a system so compromised is no excuse for falling behind pace.

The program will comply with the Children's Internet Protection Act, and student computers supplied by ICON will be configured for filtered Internet access that allows parents to block adult web content.

The student handbook will use the Internet itself to teach Internet courtesy, by providing a link to Albion.com's The Core Rules of Netiquette, one of the Web's best resources on this topic. The Rules use common-sense examples and analogies, and are written in an engaging style well suited to middle and high school students.

All online accounts are protected from unauthorized access. Every student, parent and faculty member is given a secure password to access his or her account. In order to receive their login ID and password from the Help Desk, students and faculty must answer a series of security-related questions to verify their identity.

Child Abuse Prevention and Reporting

ICON will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse.

TAB 7 ADMISSIONS

Student Admission Policies and Procedures

ICON Idaho Connects Online School will actively recruit a diverse student population from within the state. Admission will be open to any qualified state resident, and all students will be considered for admission without regard to race, color, ethnicity, national origin, religion, gender, social or economic status, disability or special needs. ICON will also seek to recruit those students who meet the definition of an at-risk youth and operate an Alternative School for those that meet the qualifications as outline in IDAPA Rules for Alternative Schools.

ICON seeks to enroll students committed to a rigorous, virtual educational experience. Families who understand and value the school's mission and will commit to the school's instructional and operational philosophy will be actively recruited. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies.

Other than legal eligibility criteria (such as residency, and the provisions of sections §33-205 and §33-206, Idaho Code) and procedural fulfillments such as completed applications and transcripts, ICON has no requirement for admission and will admit any child that wishes to attend. The school will, however, have parent and student commitment agreements which all parents and students will be asked to sign when a student is enrolled. In no instance will a student be refused admission nor subjected to any form of discipline because of parents' failure to sign or comply with the parent commitment agreement.

Recruiting and Admissions Cycle

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery process to address over-enrollment, and (5) enrollment. These efforts will be designed in conformance with the Idaho Model Admission Procedures codified at IDAPA 08.02.04.203 (.03 - .12) and the requirements for public notification of enrollment opportunities set forth in IDAPA08.02.04.203.02.

Provision for Over-enrollment; Waiting Lists

ICON – like other virtual school models that are properly designed and resourced – is able to quickly scale up and expand capacity to meet demand. Therefore the petitioners do not envision an applicant pool growing so far beyond projected enrollment of 800 students that capacity is threatened and over-enrollment procedures are needed. However if an over-enrollment scenario does arise, ICON will adopt and follow the detailed procedures given in the Idaho Model Admission Procedures. The Model Procedures will govern all elements of the process, including:

- Annual enrollment deadline to be determined by the local Board of Directors. Once a student is enrolled into the school, they do not have to reapply the next year. Therefore, the lottery is held each year only for the spots not taken by existing students. These openings are filled based on our enrollment lottery process.
- Requests for Admission, including requests received after deadline and placement on waiting lists. Patrons will be notified through public notice of the application deadline and materials needs for submission. As each application arrives it will be time and date stamped. Requests sent after the deadline will only be considered if there are still seats available after the lottery drawing. Requests sent after the

deadline will be placed at the end of the waiting list and will be filled only if spots are available and not taken by those who were placed on the wait list through the lottery process.

- Admission preferences, including the distinct hierarchy of subgroup preferences for initial enrollment and subsequent enrollment, and related limitations on the proportional size of a preferred-status subgroup. Admission preference will be given first to children of founding board members (not to exceed 10% of the capacity of the school, second, to siblings of pupils already enrolled, and third an equitable selection process

Attendance list for lottery, and an equitable selection process

Due to the virtual nature of the school there will not be a primary attendance area for lottery. All lottery entrants will be placed in a drawing that will be held in a public place on the advertised date. The drawing will place entrants on a list according to the order drawn.

Final selection list and process for notification to accepted and denied applicants.

The final selection list will be comprised of those drawn during the lottery process with preference given to children of founders and those will siblings already currently enrolled within the school. Patrons will be notified of the lottery results by email within 5 days after the drawing. Patrons must notify the school within 3 days of their decision to accept or decline.

Expiration of the final selection list will occur once the current admissions cycle is complete. In the event of subsequent year over-enrollment, a new selection process will commence to establish a new final selection list for the new cycle. There will be no carryover from year to year of the list used to fill vacancies.

Disciplinary Procedures

ICON will have disciplinary procedures for student academic, interpersonal, and Internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

The petitioners anticipate that most student conduct and interaction will occur online via one- on-one and collaborative communication tools. The policies and procedures governing student conduct will be appropriate to the virtual learning environment, while also covering conduct in nonvirtual settings such as field trips and proctored testing events.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to ICON policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

ICON's written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the school's student/parent handbook. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

ICON's student discipline policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding interaction with students and faculty, academic integrity, attendance, substance abuse, safety, and work habits. Each student will be required to verify that he or she has reviewed and understands the policies prior to enrollment. The ICON Executive

Director will ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. The ICON governing board shall review the student discipline policies at least annually and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the charter school.

Authority to Suspend

The charter school director may temporarily suspend any student for disciplinary reasons including cyber-bullying or any other conduct which is disruptive of the good order or instructional effectiveness of ICON. ICON shall follow the guidelines for suspension found in Idaho Code §33-205. A temporary suspension shall not exceed five (5) school days. However, the charter school director may extend the suspension by an additional ten (10) school days; and the ICON governing board may extend the suspension an additional five (5) days if it finds that the immediate return of the student would be detrimental to other students' health, welfare, or safety.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Hearing:

Suspension shall be preceded by an informal hearing conducted by the charter school director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director. The hearing shall include the reasons for suspension and the opportunity to challenge those reasons.

Notice to Parents/Guardians:

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school.

Notice to ICON Governing Board:

At the time of suspension, the charter school director or designee shall notify the ICON governing board of the suspension, the reasons for the suspension, and any response by the student.

Readmittance:

A suspended student may be readmitted to ICON by the charter school director or designee who suspended the student upon reasonable conditions.

Authority to Expel

Only the ICON governing board upon the recommendation of the expulsion panel may expel a student. A student may only be expelled under Idaho Code §33-205 upon the findings and recommendations of the expulsion panel if the charter school governing board finds that the student is a habitual truant, is incorrigible, is continuously disruptive of school discipline, is continuously disruptive of the instructional effectiveness of the school, is detrimental to the health and safety of other students, or has been expelled from another school district in Idaho or any other state.

The ICON governing board must expel a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state for a period of not less than twelve (12) calendar months. However, the ICON governing board may modify the expulsion on a case-by case basis.

Expulsion Procedure

Written Notice of Expulsion:

If a student is recommended for expulsion, the ICON governing board must give written notice to the student's parent or guardian. The notice must include the grounds for expulsion and the time and place for a hearing to determine whether the student should be expelled. The notice must also include a description of the student's rights at the hearing, including the right to be represented by counsel, the right to produce witnesses and submit evidence, and the right to cross-examine any adult witnesses.

Within a reasonable period of time following the written notice, the ICON governing board must grant the student and his parent/guardian a full and fair hearing. This reasonable period must give the student and their parent/ guardian an opportunity to prepare a response to the grounds of expulsion.

Hearing

The hearing will be presided over by an appointee of the ICON governing board. The charter school director will make a recommendation to the expulsion panel.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed the offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

Written Notice of Final Decision to Expel to Student or Parent/Guardian

The charter school director or designee following a decision of the charter school governing board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the specific offense committed by the student, notice of the right to appeal the expulsion, and notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school.

Written Notice of Expulsion to Student's District of Residence

The charter school director or designee shall send written notice of the decision to expel to the student's district of residence. This notice shall include the student's name and the specific grounds for expulsion.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Written Notice of Expulsion to Prosecuting Attorney

If an expelled student is within the age of compulsory attendance, an authorized representative of the ICON governing board must, within five (5) days of the expulsion decision, provide written notice of the student's expulsion to the prosecuting attorney of the county of the student's residence.

Re-enrollment

ICON will develop procedures and timelines whereby expelled students can apply for re-enrollment. The petitioners recognize that expulsion is a means to protect the health and integrity of students, employees, and the school's learning environment, and not a punitive measure to which stigma should attach. ICON will require evidence that an expelled student's conduct, and disposition or life circumstances (as applicable) have improved to the extent that future transgressions are unlikely. ICON will be ready to respond favorably if such evidence is forthcoming. However in cases where there is an aggrieved/injured party resulting from the offense who is still involved with the school, ICON must in fairness consider the feelings and disposition of such party as a factor in its decision.

Re-enrollment of an expelled student shall not prevent the ICON governing board from expelling the student again for cause.

Weapons Policy

ICON will have a policy of zero tolerance for weapons. Any student found to be in possession of a weapon will be suspended and will undergo an expulsion hearing.

Procedures for Students Using Alcohol or Controlled Substances

Due to the virtual, non-classroom based nature of program attendance, ICON does not anticipate having knowledge of, or probable cause to believe, that students may possess or be under the influence of alcohol or controlled substances. However, physical gatherings of students that the school may sponsor, such as field trips, as well as proctored testing sessions, will be considered ICON events subject to our school policy that prohibits alcohol and controlled substances (other than those medically prescribed for a student). Violations will result in the following actions:

- An automatic suspension;
- Mandatory parent conference;
- Notification to law enforcement authorities;
- At the discretion of the ICON Executive Director (ED), an expulsion hearing pursuant to the Expulsion Procedure described above. The ED will consult with parents/guardians before making a final determination on whether to hold an expulsion hearing.

If while present at a school event, a student voluntarily discloses using or being under the influence of alcohol or any controlled substance, anonymity will be provided to the student on a faculty "need to know" basis, in accordance with § 33-210 (1), Idaho Code. ICON will also notify parents/legal guardians that counseling is available for the affected student.

These policies and procedures shall be reported to students and parents/guardians within the ICON student and parent handbooks.

Public School Attendance Alternatives

No student is required to attend ICON. Public school students who do not attend the ICON charter school may attend schools within their local school district of residence, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Process for Public Notification of Enrollment Opportunities

ICON will implement a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the areas targeted:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to the various racial and ethnic groups represented in the state, including materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the state to reach prospective students and parents. The school will keep a record of the number and location of these community presentations.
- Outreach strategies including use of TV/radio public service announcements and other non-print media; and brochures, newsletters and other print media (including via direct mail).

These elements and strategies will be deployed in accordance with IDAPA 08.02.04.203.02, as summarized below:

- Enrollment information will be disseminated in both English and Spanish (or other language special to the demographics of the attendance area target).
- The information will be posted in highly visible and prominent locations and will be disseminated at least 3 months in advance of the enrollment deadline.
- Press releases or public service announcements will be released to media outlets in the state. ICON will ensure that the announcements are broadcast or published on at least 3 occasions, beginning not later than 14 days prior to the enrollment deadline.

•Enrollment information will advise that prospective students will be given the opportunity to enroll in ICON regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Denial of School Attendance

Pursuant to the requirements and definitions set forth in the Idaho Code, §33-205 and §33-206, attendance may be denied to any student who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of ICON , is such as to be

continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter 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.

Student Handbook Procedure

The Student Handbook will be distributed to all enrolled families in both print and electronic forms (via e-mail or hyperlink). Parents/guardians and students will be required to sign and submit to ICON a form indicating they have read the handbook and understand the policies and procedures therein. The Handbook will contain academic requirements and will include all the disciplinary policies referenced in the foregoing sections.

TAB 8 BUSINESS PLAN

Business Description

Idaho Virtual Education Partners (IVEP), a public benefit non-profit 501(c) (3) corporation, was established under the laws of Idaho in order to provide students with expanded educational options for their public education through the establishment of a virtual charter school.

IVEP's mission as a public benefit corporation will be to govern the virtual charter school to ensure that its students are provided with an exceptional range of high quality, rigorous educational options that allow for students to pursue their education in an environment best suited to their individual learning styles.

Marketing Plan

IVEP will utilize a number of marketing channels to make students aware of its programs and benefits. These methods include direct mail, radio, and newspaper communications designed to reach a wide audience. The ads will result in interested parties coming to community outreach sessions where the program can be described in greater detail and students will understand how they best fit into the charter school program. In addition to encouraging community outreach sessions, these ads would direct interested parties to contact ICON Idaho Connects Online School via phone or Internet where admission representatives can also describe the program in greater detail.

The marketing program is designed to show how IVEP's school model will benefit the students by creating wholly new options for them. The virtual charter school will deliver an instructional program that allows for more freely scheduled, flexibly paced, individually targeted, and closely monitored instruction than can occur in a traditional "brick and mortar" school environment. It accomplishes this for both traditional and special needs students because it can focus on the needs of each individual student. The core instructional model allows for tailored instruction, a wide array of course options, and resources for struggling learners and students who have been challenged by a more traditional environment. This will offer students a unique platform for higher student achievement.

Management Plan

The school will offer a rigorous curriculum aligned with Idaho content standards and delivered by Idaho-certified instructors while being managed and supported by IVEP.

Financial Audit Process

Audited financial statements will be submitted yearly per the regulations of the Idaho code. IVEP will engage an experienced Certified Public Accountant well versed in government accounting standards to conduct the yearly financial audits required by Idaho statutes.

- Budget Documents and Forms
- Required budget documents and forms are attached as Exhibit E. These conform to IFARMS format.

Resumes of IVEP Board of Directors

Resumes are attached as Exhibit F.

Transportation

ICON will seek appropriate transportation support from the state as contemplated by sections 33-5208 and 33-1006, Idaho Code.

School lunches

ICON will not provide school lunches or participate in any school lunch programs.

TAB 9 PUBLIC VIRTUAL CHARTER SCHOOL

According to Idaho Code §33-5202A(8), "virtual school" means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the Internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

ICON meets this definition as it will deliver all instruction online and will use Odysseyware's complete suite of online systems and applications for managing student admissions and enrollment; administering graded assignments and assessments; gathering, storing, manipulating and reporting student scoring data; tracking attendance, pace and progress; and providing communications pathways between students, parents, and the academic team. Instruction will use synchronous and asynchronous modes.

Each student will be provided with a laptop computer fully loaded with software applications and configured to connect to the school's portal and Learning Management System. ICON will provide families with a stipend for standard broadband connectivity expenses.

TAB 10 BUSINESS ARRANGEMENTS; ADDITIONAL PETITIONER INFORMATION; TERMINATION PLAN

Business Partnerships and Material Agreements

IVEP anticipates maintaining the following material agreements for services:

1. An agreement with private service providers to provide special education services to ICON students with disabilities as described in this charter petition.
2. An agreement for payroll processing services.
3. An agreement for accounting and tax services
4. An agreement with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit of Idaho public schools. This agreement will be made upon terms and conditions that are standard for the industry and will ensure a legally compliant annual audit of ICON 's financial statements for the current year.
5. A lease agreement for office space in Idaho for ICON administrative offices, conduct of the school's public affairs, and storage of public school records.
6. An agreement for educational curriculum and learning management system with OdysseyWare to assist in the operation of ICON 's instructional program.

IVEP intends to contract Odysseyware for the provision of certain educational and operational products and services.

It is anticipated that Odysseyware will provide the following services to ICON :

- Licensing and permission to use the on-line curriculum, technology platform and learning management system.
- Technical and programmatic support services for the on-line curriculum, technology platform and learning management system.

Additional Information Furnished by Petitioners

IVEP will be a locally organized and overseen Idaho non-profit public benefit corporation, as described further in this charter application.

Plan for Termination or Dissolution

Financial

In the case of termination or non-renewal, the board of directors will be responsible for the dissolution of the business and affairs of the school in accordance with the Idaho nonprofit corporations act. In the event that ICON closes, the charter school will be dissolved by the governing board; the assets and liabilities of the school will be reconciled; and the Executive Director shall convey any remaining assets to the authorized charter entity pursuant to Idaho law. The IVEP governing board members will attend to the enumeration, reconciling and disposing of assets and liabilities as directed in the bylaws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

The governing board will satisfy any known claims of the school and will provide public notice in an attempt to satisfy and claims by any unknown claimants, pursuant to Idaho Code section 30-3-115. The board will provide each known claimant with notice of the dissolution which contains (i) a deadline for making a claim, which shall be not less than 120 days from the date of the notice, (ii) a mailing address for making a claim and (iii) an affirmative statement that any claim will be barred after the

deadline date.

Students, Families and Staff; Student Records

Should the charter terminate, ICON will notify staff, student families, and resident districts of pending school closure, in writing, as far in advance as possible.

The school website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

Copies of student records will be sent to each resident district, and transcripts will be mailed to parents/guardians. ICON will maintain student records for a term and in a manner consistent with applicable federal and state law.

Exhibit A Amended and Restated Articles of Incorporation

Four pages follow this title page.

Copies of student records will be sent to each resident district, and transcripts will be mailed to parents/guardians. ICON will maintain student records for a term and in a manner consistent with applicable federal and state law.

FILED EFFECTIVE

AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF

SEP 25 AM 9:52

STATE OF IDAHO

IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED

The undersigned, being all of the Board of Directors of Idaho Virtual Education Partners, Incorporated ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Amended and Restated Articles of Incorporation ("Articles").

ARTICLE I.

Name

The name of the Corporation is IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED.

ARTICLE II.

Nonprofit Status

The Corporation is a nonprofit corporation.

ARTICLE III.

Period of Duration

The period of duration of the Corporation is perpetual.

ARTICLE IV.

Registered Office and Agent

The location of the Corporation is in the City of Boise, County of Ada and in the State of Idaho. The address of the initial registered office is 601 West Bannock, Boise, Idaho 83702, and the name of the initial registered agent at this address is Kenneth R. McClure.

ARTICLE V.

Purposes

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

A. To establish, conduct, manage and maintain a public charter school, pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the Idaho Public Charter Schools Act of 1998, and as said law may, from time to time, be subsequently amended.

IDAHO SECRETARY OF STATE
09/25/2008 05:08
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B. Charitable, educational, or scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

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

ARTICLE VI.

Limitations

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. Notwithstanding any other provisions of these Amended and Restated Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

ARTICLE VII.

No Members

The Corporation shall not have members and the Corporation, at no time since its incorporation, has had any members.

ARTICLE VIII.

Board of Directors

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws and shall not be less than three (3). The current Board of Directors are:

Name	Address
1. Cynthia Melillo	601 West Bannock, Boise, Idaho 83702
2. David High	1012 North 18 th Street, Boise, Idaho 83702
3. Kenneth R. McClure	601 West Bannock, Boise, Idaho 83702

The Directors, after the initial Board of Directors, shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

ARTICLE IX.

Distribution of Dissolution

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

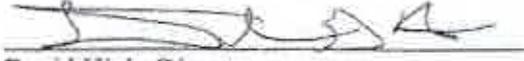
ARTICLE X.

Bylaws

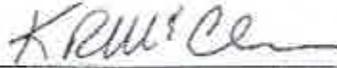
Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws. The Board of Directors of the Corporation shall be authorized to amend the Corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

[end of text]

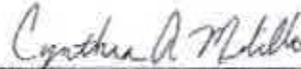
DATED this 24th of September, 2008.



David High, Director



Kenneth R. McClure, Director



Cynthia A. Melillo, Director

Exhibit B Amended and Restated Bylaws of IVEP

Eight pages follow this title page

**AMENDED AND RESTATED BYLAWS OF
IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED**

These AMENDED AND RESTATED BYLAWS OF IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED, are made by the undersigned to modify the meeting requirements of the Board of Directors and to remove any references to members and the Corporation will have no members.

ARTICLE I -- OFFICES

SECTION 1. PRINCIPAL OFFICE. The principal office of Idaho Virtual Education Partners, Incorporated ("Corporation") shall be located at any place within Idaho as designated in the Corporation's most current Annual Report filed with the Idaho Secretary of State. The Corporation may have other offices, inside or outside Idaho, as the Board of Directors may designate or as the business of the Corporation may require from time to time. The Corporation shall maintain at its principal office copies of the records specified in Article IV of these Amended and Restated Bylaws.

SECTION 2. REGISTERED AGENT AND REGISTERED OFFICE. The registered agent and registered office of the Corporation shall be located in Idaho and may be, but need not be, the same as the principal office. The address of the registered agent and registered office may be changed from time to time.

ARTICLE II -- DIRECTORS

SECTION 1. NUMBER. The business and affairs of the Corporation shall be managed and controlled by a Board of Directors. The Board of Directors shall consist of no fewer than three (3) directors, but may consist of a greater number fixed by resolution of a majority of the directors currently in office, but not exceeding nine (9) directors. If at any time there are more than three (3) directors, a majority of the directors currently in office may by resolution decrease the number of directors to no less than three (3) directors. The term for a director may be staggered with the terms for other directors. A decrease in the number of directors shall not shorten an incumbent director's term. Directors may be elected for successive terms. The term of each director shall be five (5) years or, if a lesser amount of time, until the earlier of the following:

- A. that director's successor is elected;
- B. that director's death; or
- C. that director resigns or is removed in accordance with the provisions of these Amended and Restated Bylaws.

SECTION 2. ELECTION OF DIRECTORS. Directors, other than the initial directors, shall be nominated for and elected to numbered positions at the annual meeting of directors.

SECTION 3. MEETING REQUIREMENTS. The Board of Directors shall comply with Idaho Open Meeting Law and all requirements thereunder. All meetings of the Board shall be open to the public and all persons shall be allowed to attend any meeting except as allowed by Idaho Code. Notice of all meetings shall be made pursuant to the Idaho Open Meeting Law and written minutes shall be kept of all meetings pursuant to Idaho Code. In the event of any conflict between these Amended and Restated Bylaws and the Idaho Open Meeting Law, the Idaho Open Meeting Law shall control. Notwithstanding the foregoing, the Board of Directors shall be entitled to hold confidential, closed meetings in those limited circumstances set forth in the Idaho Open Meeting Law.

SECTION 4. MEETINGS OF DIRECTORS. A regular annual meeting of the Board of Directors shall be held once per calendar year on the third Tuesday of June.

SECTION 5. SPECIAL MEETINGS OF DIRECTORS. Special meetings of the Board of Directors may be called for any reasonable time by, or at the direction of, the president or any two (2) directors.

SECTION 6. PLACE OF MEETINGS. Meetings of the Board of Directors shall be at the Corporation's principal office or any other place designated by the Board of Directors. Meetings of the Board of Directors may be held by means of conference telephone or similar communications equipment by which all persons participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

SECTION 7. NOTICE. When notice is required hereunder, it shall be given to each director as required by the Idaho Open Meeting Law.

SECTION 8. QUORUM FOR MEETINGS OF DIRECTORS. A majority of the number of directors in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The affirmative vote of a majority of directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number of directors is required by law, the Articles of Incorporation, or these Amended and Restated Bylaws, in which case the contrary provision is controlling.

SECTION 9. REMOVAL. Any director may be removed, with or without cause. A director may be removed only at a meeting called for the purpose of removing the director, and the meeting notice must comply with the Idaho Open Meeting Law to be effective.

SECTION 10. RESIGNATION. A director may resign at any time by delivering written notice to the Board of Directors, its President, or the Corporation. A resignation is effective when the notice is stated effective therein. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board of Directors. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 11. VACANCIES.

A. A vacancy on the Board of Directors shall exist upon the death, resignation, or removal of any director.

B. Vacancies on the Board of Directors may be filled by the Board of Directors, within of sixty (60) days after the creation of the vacancy. The remaining directors may fill the vacancy by the affirmative vote of a majority of all directors remaining in office.

C. A director elected to fill a vacancy shall hold office until the next meeting at which directors are elected for the term of that director's position.

D. If the Board of Directors accepts the resignation of a director tendered to take effect at a future time, a successor may be elected by the remaining directors to take office when the resignation becomes effective.

SECTION 12. COMPENSATION OF DIRECTORS. By resolution of the Board of Directors, the directors may be paid their expenses, if any, of attendance at each meeting of the Board of Directors, and may be paid a fixed sum. No such payment shall prevent any director from serving the Corporation in any other capacity and receiving compensation for that service.

SECTION 13. COMMITTEES. The Board of Directors may create one (1) or more committees and appoint members of the Board of Directors to serve on them. Each committee shall have two (2) or more committee members who serve at the pleasure of the Board of Directors. Creation of a committee and appointment of committee members to it shall be approved by a majority of all of the directors in office when the action is taken. Any such committee shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation except to the extent the delegation of authority is prohibited by law.

SECTION 14. STANDARD OF CONDUCT. The members of the Board of Directors will comply with all applicable law to both non-profit corporation and charter schools including, without limitation, any limitations with respect to contracting with the Corporation for any matter while serving as a director.

ARTICLE III – OFFICERS

SECTION 1. DESIGNATION. The officers of this Corporation shall be a president, a vice president, if appointed, an executive director, a secretary, and a treasurer, who shall be appointed by the Board of Directors. The Board of Directors may appoint additional officers or assistant officers from time to time. If not appointed by the Board of Directors, the president may appoint additional officers or assistant officers from time to time.

SECTION 2. TERM. The officers shall be appointed by the Board of Directors for a term as determined by the Board of Directors. The designation of a specified term does not grant the officer any contract rights, and the Board of Directors can remove the officer at any time before the expiration of his term. If no term is specified, the officer shall hold office until the earlier of the following:

A. that officer's successor is duly appointed;

B. that officer's death; or

C. that officer resigns or is removed in accordance with the provisions of these Amended and Restated Bylaws.

SECTION 3. REMOVAL. The Board of Directors may remove any officer at any time, for any reason or no reason. The president may remove any officer appointed by the president at any time, for any reason or no reason. Removal of an officer does not affect the contract rights, if any, of the Corporation or the officer.

SECTION 4. RESIGNATION. An officer may resign at any time by delivering written notice to the Corporation. A resignation is effective when the notice is deemed effective as provided therein. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 5. COMPENSATION OF OFFICERS. The compensation, if any, of all the officers of the Corporation shall be fixed by the Board of Directors.

SECTION 6. DUTIES. Each officer has the authority and shall perform the duties set forth in these Amended and Restated Bylaws and, to the extent consistent with these Amended and Restated Bylaws, the duties prescribed by the Board of Directors or by direction of an officer authorized by the Board of Directors to prescribe the duties of other officers.

SECTION 7. PRESIDENT.

A. The president is the chief executive officer of the Corporation and shall, subject to the control of the Board of Directors, have the responsibility for the conduct and management of the educational and fiscal affairs of the Corporation and the general supervision of its property, business interests, and agents.

B. The president or the president's designee shall preside at all meetings of directors, unless otherwise ordered by the Board of Directors.

C. The president shall, at the annual meeting of directors, make an annual report on the educational and fiscal affairs of the Corporation and make recommendations the president deems proper.

SECTION 8. SECRETARY.

A. The secretary shall keep or cause to be kept at the principal office, or any other place the Board of Directors may order, a book of minutes of all meetings of directors showing the time and place of the meeting, if it was a regular or special meeting, and, if a special meeting, how authorized, the notice given, and the names of those present at directors' meetings and shall authenticate such records when requested by the directors or a third party.

B. In the event of the absence of the president, the secretary shall perform the duties of the president to preside at all meetings of directors, unless otherwise ordered by the Board of Directors.

C. The secretary shall give or cause to be given notice of the meetings of the Board of Directors as required by these Amended and Restated Bylaws.

SECTION 9. TREASURER.

A. The treasurer shall perform those duties in connection with the administration of the financial affairs of the Corporation as the president or the Board of Directors may designate.

B. If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of the treasurer's duties in the sums and with the security or surety as the Board of Directors shall determine.

ARTICLE IV -- CORPORATE RECORDS -- INSPECTION

The Corporation shall maintain adequate and correct books, records, and accounts of its business and properties. Except as otherwise provided by law, all of these books, records and accounts shall be kept at its principal office or the office of legal counsel. Any director may inspect and copy, during regular business hours at a reasonable location specified by the Corporation, all books, records, and accounts of the Corporation. Notwithstanding the foregoing, the records shall be subject to the Idaho Public Records Act and the Board of Directors shall cause the records to be disclosed as provided therein.

ARTICLE V-- INDEMNIFICATION OF DIRECTORS, OFFICERS, AGENTS, AND EMPLOYEES

SECTION 1. INDEMNIFICATION OF DIRECTORS.

A. Unless otherwise provided in the Articles of Incorporation or under applicable law, the Corporation shall indemnify any individual made a party to a proceeding because the individual is or was a director of the Corporation, against liability incurred in the proceeding, if that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct set forth in the applicable nonprofit corporation laws of the state in which the Corporation is incorporated. For the purposes of this Article V, and the remaining sections of this Article V, the term "proceeding" shall mean any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, judicial, quasi-judicial or investigative and whether formal or informal.

The Corporation shall not indemnify a director under this Section 1:

- (1) in connection with a proceeding by or in the right of the Corporation in which the director was adjudged liable to the Corporation; or

- (2) in connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in the director's official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

B. Indemnification permitted under this Section 1 in connection with a proceeding by or in the right of the Corporation is limited to reasonable expenses incurred in connection with the proceeding.

C. In addition, unless limited by the Articles of Incorporation, the Corporation shall indemnify a director who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because of being a director of the Corporation against reasonable expenses incurred by the director in connection with the proceeding.

SECTION 2. ADVANCE FOR PROCEEDING EXPENSES OF DIRECTORS.

Unless otherwise provided in the Articles of Incorporation, the Corporation may pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding if:

A. The director furnishes the Corporation a written affirmation of the director's good faith belief that the director has met the standard of conduct described in Section 1, Paragraph A, of this Article V;

B. The director furnishes the Corporation a written undertaking, executed personally or on the director's behalf, to repay the advance if it is ultimately determined that the director did not meet the standard of conduct (which undertaking must be an unlimited general obligation of the director but need not be secured and may be accepted without reference to financial ability to make repayment); and

C. A determination is made that the facts then known to those making the determination would not preclude indemnification under Section 1, Paragraph B, of this Article V.

SECTION 3. INDEMNIFICATION OF OFFICERS, AGENTS, AND EMPLOYEES WHO ARE NOT DIRECTORS. Unless otherwise provided in the Articles of Incorporation or the Idaho Revised Statutes, the Board of Directors may indemnify and advance expenses to any officer, employee, or agent of the Corporation who is not a director, to any extent consistent with public policy, as determined by the general or specific action of the Board of Directors.

ARTICLE VI -- GENERAL PROVISIONS

SECTION 1. AMENDMENT OF BYLAWS. The Board of Directors may amend or repeal these Amended and Restated Bylaws except if the Articles of Incorporation or the Idaho Nonprofit Corporation Act prohibits such action.

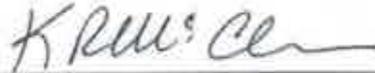
SECTION 2. EXECUTION OF DOCUMENTS. Any documents may be executed on behalf of the Corporation by the president or other officers designated by the president in writing.

[End of Text]

DATED EFFECTIVE as of this 24th day of September, 2008.



David High, Director



Kenneth R. McClure, Director



Cynthia A. Melillo, Director

Exhibit C Verified Signatures of Qualified Electors

Three pages (signatures on required forms) follow this title page

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Petition to Establish a New Idaho Public Charter School

IDAHO COUNTY

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Idaho Virtual Education Partners, Inc.			
School District Where New Charter School will be Physically Located		Virtual School - State of Idaho			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 JESSIE CHOU	<i>Jessie Chou</i>	451 H.B. Sear's St	Boise	208-343-1652	8/7/08
2 Cynthia A. McVillo	<i>Cynthia A. McVillo</i>	6161 S. Settlement Way	Boise	208-283-0710	8/7/08
3 Robert B. Babin	<i>Robert B. Babin</i>	5100 N. Arrow Canyon	Boise	208-344-0197	8/7/08
4	<i>Jessie G. Allie</i>	9563 W. Marston Pl.	Boise	208-567-0046	8/7/08
5 Gary G. Allie	<i>Gary G. Allie</i>	1601 Garfield St.	Boise	208-387-7799	8/7/08
6 Bruce Page	<i>Bruce Page</i>	1039 W. Park Ave. Apt 3	Menzies	208-631-0209	8/7/08
7 Anne C. Kuntel	<i>Anne C. Kuntel</i>	1317 N. 15th Street #6	Boise	208-223-6877	8/7/08
8 Michael C. Grogan	<i>Michael C. Grogan</i>	7289 Chivalry Dr	Boise	208-860-5162	8/7/08
9 Scott Tsching	<i>Scott Tsching</i>	4647 N. Party	Boise	208-386-8522	8/7/08
10 Peter Parby	<i>Peter Parby</i>	9944 E. Stinson Street	Boise	208-336-1270	8/7/08
11 Laurie Reider	<i>Laurie Reider</i>	10870 Overdegar Dr	Boise	208-655-1981	8/7/08
12 Lisa A. Hughes	<i>Lisa A. Hughes</i>	4624 Gray	Boise	208-836-3744	8/7/08
13 Kathleen Jackson	<i>Kathleen Jackson</i>	2878 S. Gaslamby	Boise	208-658-6607	8/7/08
14 Tami Haines	<i>Tami Haines</i>	4200 W. 1st St	Merriman	208-858-8588	8/11/08
15 Carolea Hoping	<i>Carolea Hoping</i>	2229 S. Latah	Boise	208-924-2626	8/7/08

14

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2000 SEP 16 PM 4:33

Petition to Establish a New Idaho Public Charter School

ADAMS COUNTY
IDAHO

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Idaho Virtual Education Partners, Inc.			
School District Where New Charter School will be Physically Located		Virtual School - State of Idaho			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Electors' Printed Name	Electors' Signature	Street Address	City	Telephone	Date
16 Anita Facer	<i>Anita Facer</i>	2802 N Morrow	Boise	323-2387	8-7-08
17 Franklin G. Lee	<i>Franklin G. Lee</i>	2203 Manhattan Ave	Boise	208-388-1200	8-7-08
18 Krys Lopez	<i>Krys Lopez</i>	1516 LEADVILLE AVE	BOISE	208-712-0702	8/7/08
19 J. Will Vahin	<i>J. Will Vahin</i>	1209 W. Ford #220	Boise	208-860-0014	8/7/08
20 Robert B. White	<i>Robert B. White</i>	2011 Taylor Ct.	Boise	208-342-8607	8/7/08
21 Alison Bernichon	<i>Alison Bernichon</i>	2520 N. Woodh	Boise	208-345-2853	8/7/08
22 Kelsie Nunez	<i>Kelsie Nunez</i>	3102 W. Telford St	Boise	310-745-7530	8-7-08
23 Alissa Habgrave	<i>Alissa Habgrave</i>	201 E. Melrose St.	Boise	230-1455	8-7-08
24 Jason Shehar	<i>Jason Shehar</i>	2225 E. Boise Ave.	Boise	412-3815	8-7-08
25 Shauna Wallace	<i>Shauna Wallace</i>	3521 W. Glenn St	Boise	208-431-2109	8-7-08
26 Lori Anderson	<i>Lori Anderson</i>	5710 N. Hawthorn Way	Boise	208-631-8207	8-7-08
27 L. Edna Miller	<i>L. Edna Miller</i>	2039 Bluebon	Boise	208-308-1200	8-7-08
28 Christopher J. Beeson	<i>Christopher J. Beeson</i>	540 E. Catalina Dr.	Boise	208-368-9755	8-7-08
29 KATHY WEBSTER	<i>Kathy Webster</i>	2515E Burghenden	Boise	208-938-0604	8-7-08
30 Eric Nielson	<i>Eric Nielson</i>	702 W. Hickman View	Boise	208-383-1183	8-7-08
31. MICHAEL LAWRENCE	<i>Michael Lawrence</i>	4124 W. HIDDEN SPARNS DR	Boise	208-447-9473	8/7/08
32. Adam B. Little	<i>Adam B. Little</i>	805 E. 5th St	Boise	208-407-8830	8/7/08
33. Patti Henderson	<i>Patti Henderson</i>	1359 W. Buckhorn	Boise	208-938-1057	8-7-08
34. William Cole	<i>William Cole</i>	2029 W. Parkhurst	Boise	208-939-4038	8/7/08
35. Susan Hencise	<i>Susan Hencise</i>	1125D W. ALBION DR.	Boise	208.323.9113	8/16/2008

11

RECEIVED

Petition to Establish a New Idaho Public Charter School SEP 29 AM 11:17

EDUCATIONAL OPPORTUNITIES

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Idaho Virtual Education Partners, Inc.			
School District Where New Charter School will be Physically Located		Virtual School - State of Idaho			
* I am currently a qualified elector in the above-named school district.		* I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.			
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Sharon Cusidige	<i>Sharon Cusidige</i>	3587 E. Judicial Dr.	Meridian	208-898-9172	9/23/08
2 Mary Barnes	<i>Mary Barnes</i>	4727 S. Skyrock Way	Boise	208-362-9515	9/23/08
3 Amber Dina	<i>Amber Dina</i>	4008 W. Spruce St.	Boise	208-407-1306	9/23/08
4 Anne C. Kunkal	<i>Anne C. Kunkal</i>	1317 N. 15th Street	Boise	208-285-4877	9/23/08
5 Tina M. Adair	<i>Tina M. Adair</i>	1614 N. 15th Street	Boise	208-455-4245	9/23/08
6 Carol Gill	<i>Carol Gill</i>	1671 E. Hammett Dr.	Meridian	208-884-5571	9/23/08
7 Cassie J. Lillard	<i>Cassie J. Lillard</i>	8146 Hummel Dr.	Boise	208-373-0701	9/23/08
8 Robin Scruton	<i>Robin Scruton</i>	4815 E. SAGEWOOD	BOISE	208-424-1105	9-23-08
9 Anita Hulise-Facer	<i>Anita Hulise-Facer</i>	2802 N. Morrow Pl	Boise	208-323-2397	9-23-08
10 Greg Andrews-Page	<i>Greg Andrews-Page</i>	1039 W. Pine Ave Apt 3	Meridian	208-639-0107	9-23-08
11 Cynthia Garcia	<i>Cynthia Garcia</i>	1339 E. Mastiff St	Meridian	208-887-9666	9-23-08
12 Caitlin R. Lusidige	<i>Caitlin R. Lusidige</i>	3587 E. Judicial Dr.	Meridian	208-898-9172	9-23-08
13					
14					
15					

N

Exhibit D Odysseyware Course Listings

Enclosed on Compact Disc

Kaplan Virtual Education		August 11, 2008
Course Name		Credit
High School Core Catalog		
Language Arts		
Grammar & Composition, First Semester		0.5
Grammar & Composition, Second Semester		0.5
English 1 Foundations, Survey of Literature, First Semester		0.5
English 1 Foundations, Survey of Literature, Second Semester		0.5
English 1, Survey of Literature, First Semester		0.5
English 1, Survey of Literature, Second Semester		0.5
English 1 Honors, Survey of Literature, First Semester		0.5
English 1 Honors, Survey of Literature, Second Semester		0.5
English 2 Foundations, World Literature, First Semester		0.5
English 2 Foundations, World Literature, Second Semester		0.5
English 2, World Literature, First Semester		0.5
English 2, World Literature, Second Semester		0.5
English 2 Honors, World Literature, First Semester		0.5
English 2 Honors, World Literature, Second Semester		0.5
English 3 Foundations, American Literature, First Semester		0.5
English 3 Foundations, American Literature, Second Semester		0.5
English 3, American Literature, First Semester		0.5
English 3, American Literature, Second Semester		0.5
English 3 Honors, American Literature, First Semester		0.5
English 3 Honors, American Literature, Second Semester		0.5
English 4 Foundations, British Literature, First Semester		0.5
English 4 Foundations, British Literature, Second Semester		0.5
English 4, British Literature, First Semester		0.5
English 4, British Literature, Second Semester		0.5
English 4 Honors, British Literature, First Semester		0.5
English 4 Honors, British Literature, Second Semester		0.5
Mathematics		
Consumer Math, First Semester		0.5
Consumer Math, Second Semester		0.5
Pre-Algebra, Foundations, First Semester		0.5
Pre-Algebra, Foundations, Second Semester		0.5
Pre-Algebra, First Semester		0.5
Pre-Algebra, Second Semester		0.5
Algebra I, Foundations, First Semester		0.5
Algebra I, Foundations, Second Semester		0.5
Algebra I, First Semester		0.5
Algebra I, Second Semester		0.5
Algebra I Honors, First Semester		0.5
Algebra I Honors, Second Semester		0.5
Algebra II, Foundations, First Semester		0.5
Algebra II, Foundations, Second Semester		0.5
Algebra II, First Semester		0.5
Algebra II, Second Semester		0.5
Algebra II Honors, First Semester		0.5
Algebra II Honors, Second Semester		0.5
Geometry, Foundations, First Semester		0.5
Geometry, Foundations, Second Semester		0.5
Geometry, First Semester		0.5
Geometry, Second Semester		0.5
Geometry Honors, First Semester		0.5
Geometry Honors, Second Semester		0.5
Trigonometry - one semester		0.5
Pre-Calculus - one semester		0.5
Calculus - first semester		0.5
Calculus - second semester		0.5

Kaplan Virtual Education		August 11, 2008
Course Name	Credit	
Middle School Catalog		
Language Arts		
6th Grade Language Arts, First Semester	0.5	
6th Grade Language Arts, Second Semester	0.5	
7th Grade Language Arts, First Semester	0.5	
7th Grade Language Arts, Second Semester	0.5	
8th Grade Language Arts, First Semester	0.5	
8th Grade Language Arts, Second Semester	0.5	
Mathematics		
6th Grade Mathematics, First Semester	0.5	
6th Grade Mathematics, Second Semester	0.5	
7th Grade Mathematics, First Semester	0.5	
7th Grade Mathematics, Second Semester	0.5	
8th Grade Mathematics, First Semester	0.5	
8th Grade Mathematics, Second Semester	0.5	
Science & Health		
6th Grade Science, First Semester	0.5	
6th Grade Science, Second Semester	0.5	
7th Grade Science, First Semester	0.5	
7th Grade Science, Second Semester	0.5	
8th Grade Science, First Semester	0.5	
8th Grade Science, Second Semester	0.5	
6th Grade Health / Physical Ed, First Semester	0.5	
6th Grade Health / Physical Ed, Second Semester	0.5	
7th Grade Health / Physical Ed, First Semester	0.5	
7th Grade Health / Physical Ed, Second Semester	0.5	
8th Grade Health / Physical Ed, First Semester	0.5	
8th Grade Health / Physical Ed, Second Semester	0.5	
Social Studies		
6th Grade Social Studies (Ancient Cultures), First Semester	0.5	
6th Grade Social Studies (Ancient Cultures), Second Semester	0.5	
7th Grade Social Studies (World Cultures & Geography), First Semester	0.5	
7th Grade Social Studies (World Cultures & Geography), Second Semester	0.5	
8th Grade Social Studies (US History), First Semester	0.5	
8th Grade Social Studies (US History), Second Semester	0.5	
Electives		
Computer Fundamentals, First Semester	0.5	
Computer Fundamentals, Second Semester	0.5	
Career Explorations, One Semester	0.5	
Art Appreciation (6th), One Semester	0.5	
Music Appreciation (6th), One Semester	0.5	
Art Appreciation (7th), One Semester	0.5	
Music Appreciation (7th), One Semester	0.5	
Art Appreciation (8th), One Semester	0.5	
Music Appreciation (8th), One Semester	0.5	

Exhibit E Budgets

Four pages follow this title page

Kaplan Academy of Higher Charter Schools-2010-2011					State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
REVENUE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year End Numbers)	Percentage Used (Actual / Proposed)	Notes	
Salary Apportionment	\$968,652.00	\$3,026,274.00	\$1,026,274.00	105.95%		
Benefit Apportionment	\$56,934.00	\$66,317.00	\$60,321.00	105.95%		
Entitlements	\$457,695.00	\$484,921.00	\$484,921.00	105.95%		
State Transp/Hr/Item				#DIV/0!		
Lottery				#DIV/0!		
Other State Funds (Specify)	\$12,000.00	\$1,500.00	\$1,500.00	0.00%	ISAT Reimbursement	
Special Ed - AHRSA			\$12,000.00	0.00%	OSCA Part B	
Title I				#DIV/0!		
Federal Title I Funds - AHRSA				#DIV/0!		
Medical Reimbursement				#DIV/0!		
Title IX				#DIV/0!		
Local Revenue (Specify)				#DIV/0!		
Federal Student Grant	\$62,500.00	\$12,845.00	\$125,000.00	185.23%	Efforts Fund Allocation	
Other Grants (Specify)			\$32,577.00			
Purchasing			\$930.00			
Interest Earned	\$3,250.00	\$762.00	\$0.00	0.00%	Interest revenue (cash in bank)	
Other (Specify)	\$15,000.00	\$0.00	\$0.00	0.00%	State Technology	
Other (Specify)	\$0.00	\$1,606.00	\$3,750.00		Laptop Repair Fee/Education Service Provider PV Reimbursements	
TOTAL REVENUE	\$1,579,831.00	\$1,090,300.00	\$1,247,331.00	107.37%		\$0.00
EXPENDITURES						
100 Salaries	\$223,200.00	\$153,246.00	\$215,000.00	88.88%		
Teachers	\$45,000.00	\$34,250.00	\$45,500.00	78.11%		
Special Education				#DIV/0!		
Instructional Aides	\$15,000.00	\$18,585.86	\$20,500.00	118.20%		
Classified/Office	\$75,000.00	\$55,500.00	\$70,000.00	79.31%		
Administration				#DIV/0!		
Maintenance				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Sal/Hrs	\$253,200.00	\$215,831.86	\$300,000.00	74.83%		
200 Employee Benefits	\$147,598.00	\$106,349.00	\$144,800.00	73.41%		
PPRS/HCA/Benefits	\$0,500.00	\$2,550.00	\$2,550.00	46.16%	Workers Compensation	
Other (Specify)	\$147,098.00	\$103,799.00	\$142,250.00	75.48%		
Total Benefits	\$147,598.00	\$108,899.00	\$146,350.00			
300 Purchased Services	\$736,335.00	\$817,188.00	\$817,188.00	110.00%		
Management Services	\$44,498.00	\$44,498.00	\$44,498.00	1.92%		
Staff Dev/Title IX	\$1,500.00	\$307.00	\$1,500.00	13.87%		
Legal/Pub/Advertising	\$17,834.00	\$7,605.00	\$17,834.00	42.91%		
Legal Services				#DIV/0!		
Special Education			\$2,000.00			
Liability & Property Ins.			\$201.00			
Substitute Teachers				#DIV/0!		
Board Expenses				#DIV/0!		
Computer Services				#DIV/0!		
Transportation				#DIV/0!		
Travel	\$42,000.00	\$6,231.00	\$10,000.00	19.52%	Business services/Bookkeeping/ payroll/bank fees/consulting/IT services	
Other (Specify)			\$42,000.00			
Other (Specify)				#DIV/0!		
Total Expenses	\$1,444,107.00	\$1,740,220.00	\$1,388,038.00	103.16%		\$0.00

Entity	Proposed Budget	Notes	Difference from "Current Fiscal Year"
Kajian Academy of Idaho Charter School-09-04/20/11			
REVENUE			
Local Revenue			
State Revenue			
Enrollment	\$332,913.00	200 Enrolled Students at 35% ADA for best-28 weeks calculation-Current 2011-2012 Students Come 1st Calc	50.00% reflects projected from "current FY"
Wages	\$56,149.00	Current 2011-2012 Students Come 1st Calculation	
Administration	\$581,337.00	Current 2011-2012 Students Come 1st Calculation	\$132,912.00 reflects State actual from "current FY"
Teachers			
Classified	\$102,107.00	Current 2011-2012 Students Come 1st Calculation	reflects all salaries compared to State actual from "current FY"
Medicaid			
Bonfire	\$50,872.00	Current 2011-2012 Students Come 1st Calculation	\$10,000.00 reflects projected from "current FY"
Transportation			
Federal Revenue			
Title I			
Special Ed	\$12,000.00	IDEA Part B	\$10,000.00 reflects State actual from "current FY"
Title II			
Startup Grants			
Other Sources (Specify)		State Technology	
Other Sources (Specify)	\$750.00	Interest revenue (cash in bank)	
Other Sources (Specify)			
Total Revenue before holdback	\$1,135,928.00		
PROPOSED HOLDBACK			
Teacher Salaries			
Classified Salaries			
Admin Salaries			
Benefits			
Enrollment			
Transportation			
Total holdback	\$6.00		50.00% share with no holdback's last year
Total Revenue after holdback	\$1,135,922.00		
EXPENDITURES			
100 Salaries			
Teachers	\$238,750.00		\$3,000.00 reflects projected from "current FY"
Admin	\$78,000.00		1,500.00 reflects projected from "current FY"
Classified	\$11,000.00		6,000.00 reflects projected from "current FY"
Special education	\$45,000.00		
Other (Specify)			
Total Salaries	\$372,750.00		67,123.00
200 Benefits			
Benefit Dollars			
PERS/Payroll Taxes	\$148,714.00		
Other (Specify)	\$5,500.00	Workers Compensation	
Total benefits	\$154,214.00		\$52,685.00 reflects projected from "current FY"
300 Purchased Services			
Transportation			
Special Education			
Fractor costs			
Legal	\$12,814.00		
Insurance	\$6,406.00		
Copier/Lease			
Printer Lease			
Facility Lease	\$17,050.00		\$17,050.00 reflects projected from "current FY"
Utilities	\$12,240.00	Includes internet/connectivity costs	\$1,205.00 reflects projected from "current FY"

Exhibit F Resumes of the IVEP Board of Directors

Five pages follow this title page

KENNETH R. McCLURE
GIVENS PURSLEY LLP
602 Bannock Street
Boise, Idaho 83702
(208) 388-1200

EMPLOYMENT

Givens Pursley, LLP (1984 – Present)

Partner

- Legal practice focuses on legislative and administrative law.
- Experience includes representing and serving as legal counsel for an Idaho charter school.
- Additional experience includes serving as a registered lobbyist for businesses and professional associations, and frequently appearing in administrative hearings and contested cases before departments and commissions of state government.

Office of the Idaho Attorney General (1980 – 1984)

Acting Idaho Chief Deputy Attorney General (1984)

Chief of the Legislative and Administrative Affairs Division (1981-1984)

Deputy Attorney General for State Tax Commission (1980-1981)

- Generated legal opinions for the State of Idaho and provided legal services to the Idaho State Tax Commission, the Public Utilities Commission, and the Idaho State Legislature.
- Counsel for the Idaho Legislature in *Hellar v. Cenarrusa*, 1982 & 1983, Idaho reapportionment litigation.
- Counsel for Legislative Leadership in *Beitelspacher v. Risch*, an original action in the Idaho Supreme Court regarding legislative pay.

EDUCATION

College of William and Mary

- B.A. with high honors, 1977

University of Idaho, College of Law

- J.D., 1980

PERSONAL INFORMATION

Adjunct Faculty Member of Boise State University

- Taught graduate courses in Lobbying and Legislative Process.
- Lectures on the Idaho Legislature and the political landscape in Idaho.

Co-Founder and past Director of The City Club of Boise

A Founder of the Idaho Liability Reform Coalition

American Tort Reform Association

- Board member
- A national organization supporting civil justice reform

Born in Ontario, Oregon, December 18, 1954; married, two children.

BAR ADMISSIONS

1980, Idaho Supreme Court and U.S. District Court for the District of Idaho; 1981, Ninth Circuit Court of Appeals.

Cynthia A. Melillo

6161 S. Settlement Way, Boise, Idaho 83716

208.383.0742(h)

208.412.4686(c)

Education:

University of Arizona College of Law, Tucson, Arizona
Juris Doctor Degree, May 1998
Summa Cum Laude, Order of the Coif

Chatham College, Pittsburgh, Pennsylvania
Secondary Education Teaching Certification

University of Kent at Canterbury, England
M.A. Political Thought

University of Southern California, Los Angeles, California
B.A. Political Science
Magna Cum Laude, Phi Beta Kappa

Legal Experience:

Givens Pursley LLP, Boise, Idaho (September, 1998 – Present)
2006 – Present - Partner
1998-2005 – Associate

Primary Responsibilities:

- Assist clients in the development of commercial real estate, including the purchase and financing of the property, selling and/or leasing the property, and drafting documents such as restrictive easement agreements, common area maintenance agreements and leases;
- Organize business entities, including partnerships, corporations and limited liability companies;
- Assist clients in the development of residential subdivisions, including the purchase and financing of the property, working with government agencies during the entitlement process, and drafting documents such as covenants, conditions and restrictions, easements, owners association documents, purchase and sale agreements, and design guidelines;
- Assist clients in creating condominium regimes, including residential, commercial and mixed use projects, and drafting documents such as covenants, conditions and restrictions, condominium owners association documents and purchase and sale agreements;
- Assist clients in development of fractional ownership resort properties, including registration with state real estate commission;
- Negotiate real property purchase and sale transactions, including 1031 Exchanges, draft transaction documents, work with title companies to close transactions; and
-

- Negotiate loans and re-financings, draft loan documents, work with lenders and title companies to close transactions and coordinate filings of financing statements and the recording of mortgages and/or deeds of trust.

Secondary Responsibilities:

- Member of firm hiring committee;
- Work with and mentor young associates.

Chandler, Tullar, Udall and Redhair, Tucson, Arizona (Summer 1996 to Spring 1998)
Law Clerk

- Performed legal research for firm of twenty lawyers (insurance defense, civil litigation)
- Drafted and edited legal memoranda and motions and assisted in preparing and summarizing depositions; and
- Conducted fact investigations and gathered documentary evidence.

Additional Experience:

Yeshiva Schools of Pittsburgh
Teacher

- Teacher certification issued 11/1/89, certification type: Instructional I, Subject: Social Studies (currently inactive);
- Developed educational materials and wrote grants seeking federal funding; prepared lesson plans and materials, taught students; and
- Facilitated teacher training workshops and school programs.

Project Management

- Facilitated Pennsylvania House of Representatives Conservation Committee hearings in capitol and state-wide settings;
- Coordinated field activities for congressional and presidential campaigns; and
- Represented federal government (United States Information Agency) and free market economics to Hungarian and other European citizens.

Related Professional Experience and Activities:

- Bar Admissions: Idaho 1998; U.S. District Court (Idaho) 1998;
- Chair, Real Property Section of Idaho State Bar (July 2007 – Present)
- Presenter in continuing legal education seminars regarding business entities, commercial leasing (2005) and condominium development (2007); and
- Presenter in employee training workshops and in seminars regarding employment law topics (1999).

DAVID G. HIGH
1012 N. 18th Street
Boise, ID 83702
(208) 336-2647

EDUCATION

University of Idaho, College of Law. Juris Doctorate, 1975

College of Idaho, B.A., Economics, 1970

EXPERIENCE

Idaho Office of the Attorney General (1978-2006)

Division Chief for the Civil Litigation Division (1995-2006), Division Chief for the State Finance and Business Regulations Division (1983-1995), Deputy Attorney General for the State Tax Commission (1978-1983). Responsible for providing legal counsel for the State of Idaho in tax, finance, and litigation matters.

MANAGEMENT AND TECHNICAL BACKGROUND

Formal Education:

The emphasis of my college program was business economics with various courses in economics, statistics, accounting, and data processing.

Specialized Training:

While employed as Information Specialist with the Boise City Demonstration Agency following college, I received intensive training from a professional management consulting firm. Training included advanced management theory and techniques with special emphasis on the qualitative and quantitative analysis of program effectiveness and problem identification.

Experience:

In 1971, I became Manager of Program Evaluation of the Boise City Demonstration Agency. Responsibilities included supervision and training of professional-technical employees who evaluated the operation and impact of a number of city programs.

BAR MEMBERSHIPS

Member of the Idaho and Fourth Judicial District Bar Associations, Admitted to practice before the United States District Court for Idaho, the Ninth Circuit Court of Appeals, and Idaho State Courts.

OTHER ACTIVITIES

1977-Present: Committee member - Lincoln Day Association.

1977-present: Boise Council for Gifted and Talented Students, a parents' association which promotes expanded education programs for gifted students. Vice-president 1977- 1978.

1978-1979: Member, Gifted and Talented Program Planning Committee of the Boise Independent School District, a committee of parents and educators established by the school board which developed an expanded educational program for gifted students.

1980-1981: Assistant Soccer Coach, Optimist Youth Soccer; Umpire, Boise Little League Baseball.

2007-Present: Board member and Vice President for the Idaho Voices for Children, an organization dedicated to advocating for early childhood education.

Exhibit G Curriculum Alignment to Idaho Content Standards

(electronic files only, on enclosed compact disc)

Exhibit H

SDE Sufficiency Review with IVEP Response

Twenty-two pages follow this title page

Sufficiency Review by the Idaho Department of Education
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 (Idaho Code, Title 33, Chapter 52).

This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Charter School Name: Kaplan Academy of Idaho

Attendance District: Statewide Virtual

Authorized Chartering Entity: Idaho Public Charter School Commission

Date of Submission: August 12, 2008

Date of Review: August 18, 2008

Each section presents criteria for a response that meets the standard, and these criteria guide the overall rating for the section.

The following definitions guide the ratings:

Meets the Standard:

The petition reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. 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.

Partially Meets the Standard:

The petition addresses most of the criteria, but the petition lacks meaningful detail and/or requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. Describe the school's educational program and how it will identify:
 - a) What it means to be an "educated person" in the 21st century; and

b) How learning best occurs. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Pages 7-22 address the school's educational program and defines an educated person in the 21st century as one who "is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations...advancing knowledge and technology have created many such novel opportunities that demand creative adaptation and application of one's skills and abilities, and will continue to do so in the 21st century." Page 16 outlines that an educated citizenry for the 21st century will be developed through "a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing."</p>
<p>Concerns and Additional Questions:</p>

2. Identify the school's goals and how all educational thoroughness standards shall be fulfilled. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Pages 13-19 articulate the charter school's goals for fulfilling state educational thoroughness standards. School objectives articulate specifically how those goals will be met by the school.</p>
<p>Concerns and Additional Questions:</p>

3. Identify measurable student educational standards 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, 5205 (3) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 23-24 outline student specific goals as well as school wide goals that the school will pursue in order to ensure accountability. Goals include grades, course completion rates, on-pace rates, retention rates and graduation rates.

Concerns and Additional Questions:

4. Identify the method by which student progress is to be measured in meeting the school's student educational standards. 5205 (3) (c)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 10 outlines that assignments afford students a variety of ways of demonstrating mastery of content: class discussions, worksheets, practice assignments, quizzes, journals, essays, creative writing assignments, research projects, group projects, exams, reviews/cases studies and portfolio pieces—in addition to the Idaho Standards Achievement Test.

Pages 23-27 outline pupil outcome goals and student-specific goals and how progress will be assessed. The process details the capacity of the learning management system in supporting the teacher and the learner in assessing progress, as well as providing data for decision-making and reporting.

Concerns and Additional Questions:

5. Describe how the school's students will be tested with the same standardized tests as other Idaho public school students. 5205 (3) (d)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 28 ensures that KAID students will participate in all state-mandated tests and outlines the process by which those test will be administered and proctored in a face-to-face setting.

Concerns and Additional Questions:

6. Describe how the school will ensure that it shall be state accredited as provided by rule of the Idaho State Board of Education. 5205 (3) (e); 5210 (4) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 27 outlines that "KAID will pursue accreditation by the State Board of Education as required by Idaho law and provided for under IDAPA 08.02.02.140." Please note that all schools seeking accreditation in Idaho must now be accredited through the Northwest Association of Accredited Schools. For accreditation information please contact:

Cheryl Charlton, Idaho State Executive Secretary Northwest Association of Accredited Schools 1510 Robert St., Suite 103 Boise, ID 83705 (208) 493-5077 - Northwest Office (208) 830-1777 - Executive Secretary IDSAC
execsec@northwestaccreditation.org
or go to the NAAS website at: <http://www.northwestaccreditation.org/>

Concerns and Additional Questions:

IVEP Response:

The statement on accreditation within the petition has been amended as follows:

KAID will pursue accreditation by the State Board of Education and the Northwest Association of Accredited Schools (NAAS), as required by Idaho law and provided for under IDAPA 08.02.02.140. As such, KAID will meet Idaho Accreditation Standards I through V by virtue of NAAS accreditation, and shall otherwise submit evidence to Idaho SDE that it has met Standard VI. During the first six months of operation KAID will apply for a three-year provisional accreditation as directed by NAAS, to be followed by full accreditation after the completion of a thorough self-study process.

The school will develop all required planning and reporting elements, including a District/School Strategic Plan (DSP), a DSP monitoring team, and a Continuous School Improvement Plan (CSIP).

The CSIP will align structure, resource allocation, and teacher skill sets so as to improve school capacity in these areas and ultimately to increase student achievement. KAID will meet state-approved accreditation standards and thoroughness elements, and will submit required reports to the Idaho Department of Education and the PCSC.

7. 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 and the process the school will follow to ensure parental involvement. 5205 (3) (f)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Pages 29-33 provide an overview of the governance structure of the school including members of the founding board, legal structure and operating board roles and responsibilities. Parent involvement will be encouraged through an Advisory Board, email, surveys, frequent parent-teacher interaction, public board meetings and a web-based bulletin board if there is sufficient interest.</p> <p>Concerns and Additional Questions:</p>

8. Describe the qualifications to be met by individuals employed by the school. Every person who serves in a public charter school must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct. 5204A (1); 5205 (3) (g); 5210 (4) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Pages 34-39 specify the qualifications of all school employees. KAID will ensure that all teachers possess the qualifications to comply with No Child Behind and state teacher certification. Further the petition outlines a hiring matrix and personal qualifications of instructional staff. All staff will "adhere to Idaho laws including fingerprinting, drug testing and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. The duties and responsibilities of the executive director and academic advisor are detailed. The petition identifies the means by which staff will be hired and reviewed to ensure ongoing compliance.</p> <p>Concerns and Additional Questions:</p>
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9. Describe the procedures the school will follow to ensure the health and safety of students and staff. 5205 (3) (h)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths:
 Pages 39-41: Petition outlines that KAID will “adopt and implement a comprehensive set of health, safety and risk management policies.” It outlines practices regarding immunization, criminal background check, screening for vision/hearing/scoliosis, a policy regarding drug/alcohol/tobacco free workplace, blood-borne pathogens and child abuse reporting.

Concerns and Additional Questions:
 The petition does mention responding to acts of violence and internet safety/“netiquette.” Much more detail is needed regarding how the charter school will address: cyber-bullying, harassment, substance use and other at risk behaviors (depression, isolation, suicide, etc.). This includes reference to mechanisms that assist in identification of at risk behavior and support mechanisms (i.e. policy, counselor type job description, response to policy violations, etc.). Contact Matt McCarter for clarification if needed 208-332-6961.

IVEP Response:

The petition has been amended as follows:
 KAID will also institute a policy and practice for identifying and addressing at risk behaviors displayed by students. The student and employee handbooks will include definitions and descriptions of such behaviors, including cyberbullying, and will define a discrete set of referral steps that should be taken by KAID staff and parents upon identification of potential at risk behaviors.
 KAID staff will be given training as part of their professional development to teach staff how to identify such behavior or potential behavior and implement the referral practice. Upon identification or disclosure of an at risk behavior, KAID’s referral practice will ensure that staff (teachers, advisors, counselors, etc.) document the disclosure and refer it to the Executive Director to address further. The Executive Director will be trained to address the behavior or potential behavior through a notification to the student’s parent, where appropriate, and to the pertinent community outreach/support organization.

10. 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

- Expelled from another school district or state 5205 (3) (i); 33-205; 33-206

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Pages 43-46 outline disciplinary and suspension procedures which includes an informal conference, notice to parents, authority to expel and the expulsion procedure. The petition provides mechanisms for recording hearings, presenting evidence and formally communicating a notice of decision. Page 47 addresses students expelled from another district or state.</p>
<p>Concerns and Additional Questions:</p>

11. Describe admission procedures that comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Pages 42-43 note that as a virtual school, KAID will be able to scale up to meet expanded capacity. The petition does not delineate an enrollment capacity. However, should the school be faced with an over-enrollment scenario, the petition notes that it will follow the practices detailed in the Idaho Model Admission Procedures. The petition references admission preferences, but does not outline specific subgroup preferences.</p>
<p>Concerns and Additional Questions:</p>

12. Describe how waiting lists will be developed and renewed annually. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 43 notes that the final selection list expires once the current admissions cycle is complete. "In the event of subsequent year over-enrollment, a new selection process will commence to establish a new final selection list for the new cycle.

Concerns and Additional Questions:

13. Describe the manner in which annual reports will be conducted. Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations, a report on student progress based on the public charter school's student educational standards, and a copy of the public charter school's accreditation report. 5205 (3) (k); 5206 (7); 5210 (3)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 32 states a fiscal and programmatic audit will be done as well as a report on student progress. Page 33 states these reports will be submitted to the chartering entity.

Page 49 outlines the process by which fiscal audits will be conducted.

Concerns and Additional Questions:

Page 27 states that accreditation standards will be met and that required reports will be submitted to the State Accreditation Committee, but no mention is made of submitting the accreditation report to the chartering entity.

IVEP Response:

The accreditation statement within the petition has been amended as follows:

KAID will meet state-approved accreditation standards and thoroughness elements, and will submit required reports to the Idaho Department of Education and the PCSC.

This change is based on the above SDE comments and also on our understanding that it is SDE that forwards the reports to the Accreditation Committee.

14. Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled. 5205 (3) (l); 33-210

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 43-46 outline disciplinary and suspension procedures which includes an informal conference, notice to parents, authority to expel and the expulsion procedure. The petition provides mechanisms for recording hearings, presenting evidence and formally communicating a notice of decision. Page 48 notes that the disciplinary policies will be included in the student handbook, which will be distributed to all enrolled families, via email or hyperlink.

Concerns and Additional Questions:

15. Include a provision that ensures all staff members of the school will be covered by all of the following:

- Public Employee Retirement System (PERSI)
- Federal Social Security
- Unemployment Insurance/Worker's Compensation Insurance
- Health Insurance 5205 (3) (m)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 38 outlines compensation and benefits including PERSI, social security, unemployment insurance, worker's compensation insurance and health insurance. Further it notes that KAID personnel may have access to other school-sponsored retirement plans.

Concerns and Additional Questions:

16. Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. 5205 (3) (n)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths:

Page 46 notes that KAID is a new charter school and not a conversion school; as such no student is required to attend KAID. "Charter school students may attend schools within their local school district of residence, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence."

Concerns and Additional Questions:

17. 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. 5205 (3) (o); 33-1217

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Page 39 outlines the transfer rights of employees.</p>
Concerns and Additional Questions:

18. Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. 5205 (3) (p)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Page 39 states that "KAID employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school."</p>
Concerns and Additional Questions:

19. 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, including disciplinary procedures for these students. 5205 (3) (q)

Note: Comments in this section also address students requiring special education and/or ELL services.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Special Education:

The petition:

- Describes a comprehensive Child Find process
- Plans to contract for special education and related services as needed
- Addresses assessment for the purpose of determining special education eligibility
- Addresses progress monitoring
- Recognizes special requirements around discipline of students with IEPs

Gifted and Talented Education:

The petition addresses the advanced learner through offering opportunities for high achievers/gifted students in honors and AP courses. In addition, through the individualized approach to learning, students are able to progress through the curriculum at the pace of the student.

It is good to see that the charter is aligned with TESOL and taking their recommendations in the design of the LEP Program.

Concerns and Additional Questions:

IVEP Responses are interlineated:

Special Education:

Eligibility is determined by an interdisciplinary team rather than by the psychologist or other contracted person assessing the student. Assessment results as well as classroom assignments and tests will be considered when determining eligibility for a specific disability, adverse effect, and need for specially designed instruction; the 3 prongs of special education eligibility.

The petition has been amended as follows:

For students suspected of needing special education services, KAID will determine eligibility through an interdisciplinary process that includes all members of the IEP program team, and qualified outside experts if needed. The evaluation criteria used to establish eligibility will follow the 3-pronged scheme: 1) the student has a diagnosed disability (standard scores obtained from evaluations); 2) the disability adversely affects educational performance (obtained from functional assessment information as well as informal review, interview, etc.); and 3) the student needs special education in order to receive a Free Appropriate Public Education (student requires specially designed instruction). If the student is determined to have exceptional needs and requires special education and/or related services under the terms of applicable special education law, KAID will work with appropriate staff and families to convene and conduct individualized educational plan (IEP) team meetings.

What if a student with an IEP needs assistive technology such as a screen reader, voice recognition software, etc. in order to access computer based lessons?

The petition has been amended as follows:

To accommodate students who require assistive technologies to overcome an impairment or disability, KAID will arrange for such students to be supplied with the needed technology enhancements. Such technologies include for example screen readers, on-screen keyboards, grammatical support tools, Braille embosser and text-to-Braille conversion, animated signing characters (avatars), switches, alternative mouse systems, word prediction capability, accessible online learning tools, alternative keyboards, and voice recognition systems. KVE's online courses meet Section 508 accessibility specifications, are aligned with Web Content Accessibility Guidelines version 1, and were developed following W3C/WAI standards.

If a student's reading level is too low to read the lessons, whiteboard, or chats, how will direct instruction to increase his reading skills occur?

The petition has been amended to reflect the following:

KAID will set up regional service centers for delivery of special education services requiring face-to-face contact between a KAID staffer or other qualified professional and the student. This is how KAID will deliver intensive intervention for students whose reading level is too low for them to read and understand lesson materials and other text presentations.

Reports of student progress toward achieving the IEP goals must be reported as frequently as other grade reports are sent.

The petition has been amended as follows:

KAID's mid-term and end-of-term grade reports will include IEP progress reports as applicable.

Every student on an IEP must have a secondary transition plan created prior to turning 16 and it must be reviewed and updated annually thereafter. The transition plan must include a measurable post school goal, determined with student input, for one year after graduation and must include services and activities that will prepare the student to attain that goal.

The petition has been amended as follows:

KAID faculty and staff, working with the entire IEP team (including the student), will establish measurable student post-secondary goals, will identify the transition services needed to assist the student in reaching those goals, and will conduct the post-secondary monitoring of the student necessary to determine if the goals are being accomplished. In deliberating upon and designing the transition components for secondary-level IEPs, KAID will follow the results-oriented process described in the Idaho Special Education Manual.

If a student is unable to achieve proficient or advanced on the ISAT because of the impact of the disability, the IEP must outline the alternate requirements that will be met in order to graduate and receive a regular diploma.

The petition has been amended as follows:

The IEP team will develop and document alternate graduation requirements to be met by students who are not able to meet the proficient standard on the ISAT.

Gifted and Talented Education:

While the petitioner addresses the service to gifted students, no mention is made of how students will be identified as gifted in accordance with Idaho Code 33-2001 and 33-2003 and IDAPA 08.02.04.999.

IVEP Response:

The petition has been amended as follows:

In serving gifted and talented students, KAID will employ both the district level and school level protocols set forth in IDAPA 08.02.03.999. As a result, students will find KAID offers the comprehensive gifted and talented program contemplated by IDAPA and its enabling statutes. The program's characteristics and components, driven by the IDAPA requirements, are listed here in summary form:

- LEA-level plan encompassing program philosophy, definitions, goals, options, procedures, and evaluation.
- Screening and iterative survey process to capture all information needed to identify potentially gifted/talented students and determine their specific aptitudes and educational needs.
- Assessment methods and placement decisions using multiple information sources including but not limited to formal assessment instruments, informal rating schemes, observations, personal interviews, and analyses of previous work and performance levels.
- Specialized curriculum development and deployment.
- Monitoring of student performance and progress, and using this information to inform program evaluations.
- Periodically evaluating the specialized curriculum and teaching methods to ensure their efficacy.
- Program administration by a designated, certificated KAID staff person.

Limited English Proficiency/English Language Learners:

There is no mention of usage of a Home Language Survey to determine whether a student could potentially be LEP. This home language survey must be administered before the ELL Placement Test is given.

IVEP Response:

The petition has been amended as follows:

Before students begin at KAID, those whose native language is not English will be administered a Home Language Survey. Respondents indicating low English proficiency will be administered the Idaho English Language Placement Test.

It is recommended that the petition define more clearly what is meant by LEP students "will be placed in accordance with their academic achievement, not their language proficiency." Further

it is recommended that petitioners elaborate on how the charter will meet the academic needs of LEP students by providing "identical" curriculum rather than differentiating curriculum to match the needs of your LEP students.

IVEP Response:

Students entering high school are placed in the grade level appropriate to their level of academic achievement. A language proficiency assessment is used to determine the level of ESL support provided to the student throughout the academic school year and placement in specific language learning support programs.

Specifically how will the school meet the needs of learners who speak little or no English given that it is through technology? Will curriculum and instruction be provided in the students' native language? The following questions, if addressed would strengthen the petition:

IVEP Responses are interlineated:

1. How will the charter ensure that highly qualified teachers endorsed in ESL or bilingual education are delivering instruction to LEP students?
Teachers certificated in English for Speakers of Other Languages (ESOL) will provide and direct each English learner's instructional plan. While students will be enrolled in courses which provide additional supports as noted below, the students will work directly with the ESOL resource teacher through regularly scheduled synchronous lessons. These lessons will be delivered through Class Live and whiteboard presentations and will focus on the following:

- instructional strategies to incorporate a scaffolding approach to contextualize language through greater utilization of visuals and demonstrations.
- utilization of native language support to provide students with greater access to academic content and to opportunities to activate their existing knowledge base.

2. What curriculum specific to language acquisition will be used in the LEP Program?
KAID's learning program includes content-based academic courses that contain numerous supports for English language learners. First, courses approach learning through the four language domains: listening, speaking, reading, and writing. Through these language domains, the courses support multiple modalities of learning, providing audio and video, text and writing experiences to the ELL student. For instance, audio will introduce and set expectations at the course, module, and unit levels. Lesson objectives are also offered via audio. Throughout all lessons, academic vocabulary and keywords will be supported by audio for pronunciation, definition, and contextual understanding. Lesson summaries are also provided in audio. Course design also supports the ELL student. Basic concepts are introduced and clarified prior to developing deeper understanding. Lessons begin with springboard activities that establish and build background understanding prior to concept learning. Courses make content connections across disciplines, when appropriate. Students are encouraged through interactive prompts to think critically, problem solve, and share their work with peers, family, and teachers. Language acquisition will be achieved through a specific ESL program that elevates students' level of language proficiency from starting proficiency to bridging into a fluent environment. Instructional strategies employed by the academic teaching staff alongside this program include

research-based vocabulary building strategies; scaffolding strategies for cognitive, cultural, and language load and completing performance tasks; collaborative discussions; and support for oral and written language development.

3. What kind of monitoring will take place, how often and using what measures?

KAID will measure and report student progress with LAS Links Benchmark Assessments to provide a continuum of information on learning growth throughout the year. Tests will examine the domains of listening, speaking, reading, writing, and comprehension. Potentially eligible incoming students, as determined by a home language survey, will be tested within 30 days of enrollment for purposes of placement in the ESL language program. Students who demonstrate English language proficiency will be exited from LEP education programs.

4. How will LEP parents be involved in the educational and social decisions made? Are their needs addressed in the charter parental involvement policy?

Parents will be provided with opportunities to engage in information and decision making in three essential forums:

4. School information communications will be sent regularly from the KAID Executive Director. These communications will allow parents to remain current on school information, meetings and activities. All communications will be provided to parents in their native language.
5. The ESOL teacher will set up regular communications with parents to keep them abreast of their children's academic progress. When appropriate, academic teachers will join in parent conference calls with the ESOL staff member.
6. The Professional Development staff will provide parents with opportunities to engage in sessions to broaden their understanding of virtual education and to enhance their computer skills so that they are better prepared to work with their children.

5. What will the LEP program look like—pull-out? In class? Three times a week? Hour long?

The LEP program will address the needs of students who require the support of an ELL program to connect their primary language with English. This intensive support program will operate as a separate class (pull-out) which is scheduled to meet. The class will meet three times per week for one hour with an additional 1-1 half-hour conference scheduled for each student with the teacher. This will allow each student to be continually assessed and to receive additional tutorial assistance, as needed.

6. How will progress data on each LEP student be kept?

Results from the LAS Links testing will be maintained in a secure online environment and will be accessible to teachers and families. LAS Links results are utilized for state and federal reporting.

7. How will the charter evaluate its LEP program on an annual basis?

Goals will be established based on student progress in the LEP program as measured by progress on the LAS Links testing results. Satisfaction survey results will also be used to evaluate the program.

8. How will the charter ensure that the linguistic, academic and cultural needs of LEP students are being met?

Through ESOL resource services, KAID will provide students with the services necessary to achieve success in academic classes. The resource services will assess each student, develop an instructional plan, engage students in individual and group (cultural) experiences, and monitor each student's progress and development. LAS Links testing will provide the necessary data to evaluate both individual student progress and program effectiveness.

9. Will the charter provide translation/interpreter services, to the extent practicable, to ensure parents of LEP students are informed about the education of their children?

While the charter will seek to employ bilingual teachers with an ESOL certification, this individual will not be able to provide translation services in all situations. The charter will contract with an interpreter agency, as necessary, for the direct purpose of ensuring that all parents have access to school information and engagement in conferences with the academic staff.

10. What kind of professional development in the area of language acquisition will staff working with LEP receive?

KAID will become a member of Teachers of English to Speakers of Other Languages (TESOL) and the American Association of Applied Linguistics (AAAL). IVEP will sponsor KAID instructional staff participation in professional development events conducted by these entities. TESOL provides a growing number of professional development opportunities including webcasts, virtual seminars, annual and topical conferences and workshops, and online discussions on key issues in the field. AAAL also offers professional development to practitioners with a greater focus on current research and development.

11. What kind of professional development will be given to ALL teachers at the school in order to ensure that every staff member takes responsibility for the education of LEP students?

During the students' transition process from LEP classes to mainstream classrooms, it is important that transition strategies are utilized by the receiving teachers. The Professional Development staff will collaborate with ESOL practitioners to ensure that all school staff members understand the program, its approach, and its applicability in the regular classroom. KAID staff will participate in KVE conferences that are held twice each year. Programs that address the particular needs of a subset of students (i.e. ELL, Special Education) will be highlighted during these conferences to ensure program continuity, ongoing support to KAID staff, and an optimal learning environment for all students.

20. Describe the school's plan for working with parents who have students who are dually enrolled.
5205 (3) (r); 33-203

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Page 22 outlines the school's plan for dually enrolled students.</p>
<p>Concerns and Additional Questions:</p>

21. Describe the process by which citizens in the area of attendance shall be made aware of enrollment opportunities of the public charter. 5205 (3) (s)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Page 47 specifies the process for public notification of enrollment opportunities. The process outlines elements and strategies that are in accordance with IDAPA 08.02.04.203.02, including disseminating enrollment in both English and Spanish and the timeline for disseminating information.</p>
<p>Concerns and Additional Questions:</p>

22. Describe the school's proposal for transportation services. 5205 (3) (t); 5208 (4)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

<p>Strengths: Page 50 notes that as a virtual school KAID has no need for a transportation plan.</p>
<p>Concerns and Additional Questions: Address any in-lieu transportation needs for special education students that come on-site for class, or teacher going to student location. If eligible, the intent of transportation reimbursement for a virtual school is the cost to deliver the classroom to the student (IC 33-1006).</p>

23. 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
 - 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
 - A plan for the disposal of the public charter school's assets. 5205 (3) (u); 5206(8)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 56 outlines that the school's Executive Director, upon approval of the governing board, is responsible for the disposal of the public charter school's assets. Procedures are outlined for notifying families of termination or dissolution and for facilitating records transfer.

Concerns and Additional Questions:

It is unclear who is responsible of dissolution of the charter school. No description is included regarding how payment to creditors will be handled.

IVEP Response:

The petition has been amended as follows:

In the case of termination or non-renewal, the board of directors will be responsible for the dissolution of the business and affairs of the school in accordance with the Idaho nonprofit corporations act. In the event that KAID closes, the charter school will be dissolved by the governing board, and the assets and liabilities of the school will be disposed of by the school's Executive Director, upon approval by the governing board, to another charter school, non-profit organization, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws and Idaho law governing non-profit entities. The KAID governing board members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

The governing board will satisfy any known claims of the school and will provide public notice in an attempt to satisfy and claims by any unknown claimants, pursuant to Idaho Code section 30-3-115.

The board will provide each known claimant with notice of the dissolution which contains (i) a deadline for making a claim, which shall be not less than 120 days from the date of the notice, (ii) a mailing address for making a claim and (iii) an affirmative statement that any claim will be barred after the deadline date.

24. 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 5205 (4)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 4-6 outline the facility needs of the KAID, but do not specifically identify "the facilities to be used by the public charter school." Page 40 outlines the facilities compliance including compliance with all ADA, OSHA, local health and safety requirements, state building codes, etc. The petitioners provide information regarding the proposed operation and potential effects of the charter school, the civil liability effects upon the Idaho Public Charter School Commission and the manner in which administrative services are to be provided and. The business plan on pages 52-53 further specifies the particular administrative services to be provided by Kaplan Virtual Education, which includes licensing, online curriculum, technology platform, learning management system, technology support services, administrative, staffing and back office services.

Concerns and Additional Questions:

25. New legislation, passed in 2008, outlined additional requirements of petitioners seeking approval from the Idaho Public Charter School Commission for a public virtual school. Describe:

- The learning management system by which the course will be delivered;
- The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which the student work will be assessed.
- A plan for the provision of professional development specific to the public virtual school environment
- The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely frequent feedback about student progress
- The means by which the school will verify attendance and award credit;
- A plan for provision of technical support relevant to the delivery of online course;
- The means by which the school will provide the opportunity for student-to-student interaction;
- The plan for ensuring equal access to all students (hardware, software, internet connectivity, etc.)

5202 [(6))(5) (a)-(h)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

The petition indicates that KAID will deliver all instruction online and "will use KVE's complete suite of online systems and applications for managing student admissions and enrollment; administering graded assignments and assessments; gathering, storing, manipulating and reporting student scoring data; tracking attendance, pace and progress; and providing communications pathways between students, parents, and the academic team." Instruction will use synchronous and asynchronous modes.

- Page 8 indicates that the educational program will be designed by IVEP and deployed according to KVE's virtual model.

- Pages 9-11 note that each student will receive individualized support from an academic team that includes department chairpersons, instructors and academic advisors, outlining the means by which learning will take place and be assessed. Multiple avenues for one-on-one contact between teacher and student are outlined; frequent real time contact between students and teachers is required.

- Pages 24-27 outline the methods of assessment and the means by which the teacher will use data to respond to individual student needs. In addition, the petition outlines the means by which the eClassroom virtual platform and Gradebook will track student attendance and award credit.

- The petition indicates that the school will "strongly encourage students to make use of online collaboration tools where they interact with peers; and encourage students to join the school's online interest groups and clubs" with an ultimate goal of helping students learn communication and negotiation skills.

- Page 51 outlines KAID will provide families with a laptop loaded with necessary applications and configured to the school's management system. Additionally KAID will provide families a stipend for standard broadband connectivity expenses.

Concerns and Additional Questions:

While hiring and recruitment practices, as outlined should ensure that qualified staff work at the school, the petition does not provide a plan for the provision of professional development specific to the public virtual school environment.

IVEP Response:

The petition has been amended as follows:

In the flexible, student-driven virtual environment, "quality" interaction means skillful and appropriate to individual learner needs, and therefore relies on factors that go beyond lesson planning or required contact policies. It begins with how teachers are trained for interaction in the online environment.

Under the KVE regimen, the school Executive Director (ED) and all faculty undergo two days of training on-site. The format is part instruction and part interactive exercises that enable attendees to learn the concepts and procedures through actual practice.

Additionally, all participants undergo remote training that is position-specific for duration: the ED (6 hours), Department Chairpersons and Academic Advisors (5 hours), and Instructors (4 hours)⁴.

Training is provided in these modules:

- Philosophy/Guiding Principles
- Employee Handbook
- Position-specific Welcome Call
- Job-specific Academic Operation Policies & Procedures
- eCollege Platform/LMS
- Student Management System
- Academic Integrity Software
- Accommodating exceptional students (covers special needs; special education; gifted and talented)
- Instructional strategies for the English Language Learner
- Anticipating and responding to student conduct violations and disciplinary scenarios
- Telecom
- Email
- Instant Messaging
- State Testing Procedures
- HR Overview

In addition to these policies, protocols, and system/software proficiencies, the program teaches effective online communication. Great emphasis is placed on techniques for providing quality feedback to students; i.e., feedback that students find helpful and effective because it is personable, constructive, and detailed. The training manual includes examples of excellent, good, and poor instructor feedback (written comments) on graded assignments.

Faculty training materials also illustrate how the Student Management System should be used to maintain frequent contact that will keep the system updated and all parties apprised of student progress, special situations or impending interruptions (for example, a medical leave of absence). This enables teachers and students to proactively respond to, or plan around, any such exigencies. In addition to the formal training module that teaches navigation and use of the LMS, all faculty have access to an eCollege training course that is very similar to what students experience when they log in and navigate the system: The teacher can experience first hand what students will see when they are working through and completing KAID courses.

The petitioners wish to emphasize that the KAID "trainees" will be Idaho-certified teachers who already possess more than a baseline level of proficiency and experience. That, combined with the new training they will receive at KAID, will enable them to become the skilled, responsive online teachers we describe under the subheading Translating Information into Actionable Strategies for Online Teaching in Tab 4, Item E.

⁴After this initial training, the ED and faculty are required to complete additional professional development every semester.

SDE Sufficiency Review Committee:	
Shirley Rau School Choice Coordinator Sufficiency Review Committee Coordinator	Rob Sauer Deputy Superintendent Division of Innovation and Choice
Fernanda Brendefur LEP Coordinator	Nick Smith Deputy Superintendent Division of District Support
Lanette Daw Transportation Specialist	Jean Taylor Special Education Director
Christina Linder Certification Director	Val Schorzman Gifted/Talented Coordinator
Matt McCarter Safe/Drug Free Schools Coordinator	

After a sufficiency review has been conducted by the State Department of Education, the petition and sufficiency review may be submitted to an authorized chartering entity for review and approval. Any petition is submitted to an authorized chartering entity must be accompanied by a copy of the sufficiency review and the petitioner's response to the review.

Completion of the review process does not ensure approval of the charter school petition, 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. For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the State Board of Education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the State Board of Education.

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE

AMENDED AND RESTATED
ARTICLES OF INCORPORATION

03 SEP 25 AM 9:52

OF

SECRETARY OF STATE
SALT LAKE CITY, UTAH

IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED

The undersigned, being all of the Board of Directors of Idaho Virtual Education Partners, Incorporated ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Amended and Restated Articles of Incorporation ("Articles").

ARTICLE I.

Name

The name of the Corporation is IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED.

ARTICLE II.

Nonprofit Status

The Corporation is a nonprofit corporation.

ARTICLE III.

Period of Duration

The period of duration of the Corporation is perpetual.

ARTICLE IV.

Registered Office and Agent

The location of the Corporation is in the City of Boise, County of Ada and in the State of Idaho. The address of the initial registered office is 601 West Bannock, Boise, Idaho 83702, and the name of the initial registered agent at this address is Kenneth R. McClure.

ARTICLE V.

Purposes

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

- A. To establish, conduct, manage and maintain a public charter school, pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the Idaho Public Charter Schools Act of 1998, and as said law may, from time to time, be subsequently amended.

IDAHO SECRETARY OF STATE
09/25/2008 05:00
CK: 4002 CT: 1626 MI: 1137454
1 @ 30.00 = 30.00 AMEND PROF # 2
1 @ 20.00 = 20.00 EXPEDITE C # 3

C17A641

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

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

ARTICLE VI.

Limitations

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. Notwithstanding any other provisions of these Amended and Restated Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

ARTICLE VII.

No Members

The Corporation shall not have members and the Corporation, at no time since its incorporation, has had any members.

ARTICLE VIII.

Board of Directors

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws and shall not be less than three (3). The current Board of Directors are:

Name	Address
1. Cynthia Melillo	601 West Bannock, Boise, Idaho 83702
2. David High	1012 North 18 th Street, Boise, Idaho 83702
3. Kenneth R. McClure	601 West Bannock, Boise, Idaho 83702

The Directors, after the initial Board of Directors, shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

ARTICLE IX.

Distribution of Dissolution

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

ARTICLE X.

Bylaws

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws. The Board of Directors of the Corporation shall be authorized to amend the Corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

[end of text]

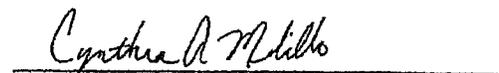
DATED this 24th of September, 2008.



David High, Director



Kenneth R. McClure, Director



Cynthia A. Melillo, Director

**AMENDED AND RESTATED BYLAWS OF
IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED**

These AMENDED AND RESTATED BYLAWS OF IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED, are made by the undersigned to modify the meeting requirements of the Board of Directors and to remove any references to members and the Corporation will have no members.

ARTICLE I -- OFFICES

SECTION 1. PRINCIPAL OFFICE. The principal office of Idaho Virtual Education Partners, Incorporated ("Corporation") shall be located at any place within Idaho as designated in the Corporation's most current Annual Report filed with the Idaho Secretary of State. The Corporation may have other offices, inside or outside Idaho, as the Board of Directors may designate or as the business of the Corporation may require from time to time. The Corporation shall maintain at its principal office copies of the records specified in Article IV of these Amended and Restated Bylaws.

SECTION 2. REGISTERED AGENT AND REGISTERED OFFICE. The registered agent and registered office of the Corporation shall be located in Idaho and may be, but need not be, the same as the principal office. The address of the registered agent and registered office may be changed from time to time.

ARTICLE II -- DIRECTORS

SECTION 1. NUMBER. The business and affairs of the Corporation shall be managed and controlled by a Board of Directors. The Board of Directors shall consist of no fewer than three (3) directors, but may consist of a greater number fixed by resolution of a majority of the directors currently in office, but not exceeding nine (9) directors. If at any time there are more than three (3) directors, a majority of the directors currently in office may by resolution decrease the number of directors to no less than three (3) directors. The term for a director may be staggered with the terms for other directors. A decrease in the number of directors shall not shorten an incumbent director's term. Directors may be elected for successive terms. The term of each director shall be five (5) years or, if a lesser amount of time, until the earlier of the following:

- A. that director's successor is elected;
- B. that director's death; or
- C. that director resigns or is removed in accordance with the provisions of these Amended and Restated Bylaws.

SECTION 2. ELECTION OF DIRECTORS. Directors, other than the initial directors, shall be nominated for and elected to numbered positions at the annual meeting of directors.

SECTION 3. MEETING REQUIREMENTS. The Board of Directors shall comply with Idaho Open Meeting Law and all requirements thereunder. All meetings of the Board shall be open to the public and all persons shall be allowed to attend any meeting except as allowed by Idaho Code. Notice of all meetings shall be made pursuant to the Idaho Open Meeting Law and written minutes shall be kept of all meetings pursuant to Idaho Code. In the event of any conflict between these Amended and Restated Bylaws and the Idaho Open Meeting Law, the Idaho Open Meeting Law shall control. Notwithstanding the foregoing, the Board of Directors shall be entitled to hold confidential, closed meetings in those limited circumstances set forth in the Idaho Open Meeting Law.

SECTION 4. MEETINGS OF DIRECTORS. A regular annual meeting of the Board of Directors shall be held once per calendar year on the third Tuesday of June.

SECTION 5. SPECIAL MEETINGS OF DIRECTORS. Special meetings of the Board of Directors may be called for any reasonable time by, or at the direction of, the president or any two (2) directors.

SECTION 6. PLACE OF MEETINGS. Meetings of the Board of Directors shall be at the Corporation's principal office or any other place designated by the Board of Directors. Meetings of the Board of Directors may be held by means of conference telephone or similar communications equipment by which all persons participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

SECTION 7. NOTICE. When notice is required hereunder, it shall be given to each director as required by the Idaho Open Meeting Law.

SECTION 8. QUORUM FOR MEETINGS OF DIRECTORS. A majority of the number of directors in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The affirmative vote of a majority of directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number of directors is required by law, the Articles of Incorporation, or these Amended and Restated Bylaws, in which case the contrary provision is controlling.

SECTION 9. REMOVAL. Any director may be removed, with or without cause. A director may be removed only at a meeting called for the purpose of removing the director, and the meeting notice must comply with the Idaho Open Meeting Law to be effective.

SECTION 10. RESIGNATION. A director may resign at any time by delivering written notice to the Board of Directors, its President, or the Corporation. A resignation is effective when the notice is stated effective therein. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board of Directors. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 11. VACANCIES.

A. A vacancy on the Board of Directors shall exist upon the death, resignation, or removal of any director.

B. Vacancies on the Board of Directors may be filled by the Board of Directors, within of sixty (60) days after the creation of the vacancy. The remaining directors may fill the vacancy by the affirmative vote of a majority of all directors remaining in office.

C. A director elected to fill a vacancy shall hold office until the next meeting at which directors are elected for the term of that director's position.

D. If the Board of Directors accepts the resignation of a director tendered to take effect at a future time, a successor may be elected by the remaining directors to take office when the resignation becomes effective.

SECTION 12. COMMITTEES. The Board of Directors may create one (1) or more committees and appoint members of the Board of Directors to serve on them. Each committee shall have two (2) or more committee members who serve at the pleasure of the Board of Directors. Creation of a committee and appointment of committee members to it shall be approved by a majority of all of the directors in office when the action is taken. Any such committee shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation except to the extent the delegation of authority is prohibited by law.

SECTION 13. STANDARD OF CONDUCT. The members of the Board of Directors will comply with all applicable law to both non-profit corporation and charter schools including, without limitation, any limitations with respect to contracting with the Corporation for any matter while serving as a director.

ARTICLE III -- OFFICERS

SECTION 1. DESIGNATION. The officers of this Corporation shall be a president, a vice president, if appointed, an executive director, a secretary, and a treasurer, who shall be appointed by the Board of Directors. The Board of Directors may appoint additional officers or assistant officers from time to time. If not appointed by the Board of Directors, the president may appoint additional officers or assistant officers from time to time.

SECTION 2. TERM. The officers shall be appointed by the Board of Directors for a term as determined by the Board of Directors. The designation of a specified term does not grant the officer any contract rights, and the Board of Directors can remove the officer at any time before the expiration of his term. If no term is specified, the officer shall hold office until the earlier of the following:

- A. that officer's successor is duly appointed;
- B. that officer's death; or
- C. that officer resigns or is removed in accordance with the provisions of these Amended and Restated Bylaws.

SECTION 3. REMOVAL. The Board of Directors may remove any officer at any time, for any reason or no reason. The president may remove any officer appointed by the president at any time, for any reason or no reason. Removal of an officer does not affect the contract rights, if any, of the Corporation or the officer.

SECTION 4. RESIGNATION. An officer may resign at any time by delivering written notice to the Corporation. A resignation is effective when the notice is deemed effective as provided therein. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 5. COMPENSATION OF OFFICERS. The compensation, if any, of all the officers of the Corporation shall be fixed by the Board of Directors.

SECTION 6. DUTIES. Each officer has the authority and shall perform the duties set forth in these Amended and Restated Bylaws and, to the extent consistent with these Amended and Restated Bylaws, the duties prescribed by the Board of Directors or by direction of an officer authorized by the Board of Directors to prescribe the duties of other officers.

SECTION 7. PRESIDENT.

A. The president is the chief executive officer of the Corporation and shall, subject to the control of the Board of Directors, have the responsibility for the conduct and management of the educational and fiscal affairs of the Corporation and the general supervision of its property, business interests, and agents.

B. The president or the president's designee shall preside at all meetings of directors, unless otherwise ordered by the Board of Directors.

C. The president shall, at the annual meeting of directors, make an annual report on the educational and fiscal affairs of the Corporation and make recommendations the president deems proper.

SECTION 8. SECRETARY.

A. The secretary shall keep or cause to be kept at the principal office, or any other place the Board of Directors may order, a book of minutes of all meetings of directors showing the time and place of the meeting, if it was a regular or special meeting, and, if a special meeting, how authorized, the notice given, and the names of those present at directors' meetings and shall authenticate such records when requested by the directors or a third party.

B. In the event of the absence of the president, the secretary shall perform the duties of the president to preside at all meetings of directors, unless otherwise ordered by the Board of Directors.

C. The secretary shall give or cause to be given notice of the meetings of the Board of Directors as required by these Amended and Restated Bylaws.

SECTION 9. TREASURER.

A. The treasurer shall perform those duties in connection with the administration of the financial affairs of the Corporation as the president or the Board of Directors may designate.

B. If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of the treasurer's duties in the sums and with the security or surety as the Board of Directors shall determine.

ARTICLE IV -- CORPORATE RECORDS -- INSPECTION

The Corporation shall maintain adequate and correct books, records, and accounts of its business and properties. Except as otherwise provided by law, all of these books, records and accounts shall be kept at its principal office or the office of legal counsel. Any director may inspect and copy, during regular business hours at a reasonable location specified by the Corporation, all books, records, and accounts of the Corporation. Notwithstanding the foregoing, the records shall be subject to the Idaho Public Records Act and the Board of Directors shall cause the records to be disclosed as provided therein.

ARTICLE V-- INDEMNIFICATION OF DIRECTORS, OFFICERS, AGENTS, AND EMPLOYEES

SECTION 1. INDEMNIFICATION OF DIRECTORS.

A. Unless otherwise provided in the Articles of Incorporation or under applicable law, the Corporation shall indemnify any individual made a party to a proceeding because the individual is or was a director of the Corporation, against liability incurred in the proceeding, if that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct set forth in the applicable nonprofit corporation laws of the state in which the Corporation is incorporated. For the purposes of this Article V, and the remaining sections of this Article V, the term "proceeding" shall mean any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, judicial, quasi-judicial or investigative and whether formal or informal.

The Corporation shall not indemnify a director under this Section 1:

- (1) in connection with a proceeding by or in the right of the Corporation in which the director was adjudged liable to the Corporation; or
- (2) in connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in the director's official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

B. Indemnification permitted under this Section 1 in connection with a proceeding by or in the right of the Corporation is limited to reasonable expenses incurred in connection with the proceeding.

C. In addition, unless limited by the Articles of Incorporation, the Corporation shall indemnify a director who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because of being a director of the Corporation against reasonable expenses incurred by the director in connection with the proceeding.

SECTION 2. ADVANCE FOR PROCEEDING EXPENSES OF DIRECTORS.

Unless otherwise provided in the Articles of Incorporation, the Corporation may pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding if:

A. The director furnishes the Corporation a written affirmation of the director's good faith belief that the director has met the standard of conduct described in Section 1, Paragraph A, of this Article V;

B. The director furnishes the Corporation a written undertaking, executed personally or on the director's behalf, to repay the advance if it is ultimately determined that the director did not meet the standard of conduct (which undertaking must be an unlimited general obligation of the director but need not be secured and may be accepted without reference to financial ability to make repayment); and

C. A determination is made that the facts then known to those making the determination would not preclude indemnification under Section 1, Paragraph B, of this Article V.

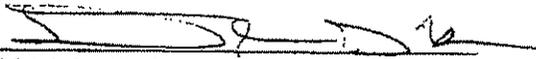
SECTION 3. INDEMNIFICATION OF OFFICERS, AGENTS, AND EMPLOYEES WHO ARE NOT DIRECTORS. Unless otherwise provided in the Articles of Incorporation or the Idaho Revised Statutes, the Board of Directors may indemnify and advance expenses to any officer, employee, or agent of the Corporation who is not a director, to any extent consistent with public policy, as determined by the general or specific action of the Board of Directors.

ARTICLE VI -- GENERAL PROVISIONS

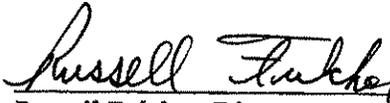
SECTION 1. AMENDMENT OF BYLAWS. The Board of Directors may amend or repeal these Amended and Restated Bylaws except if the Articles of Incorporation or the Idaho Nonprofit Corporation Act prohibits such action.

SECTION 2. EXECUTION OF DOCUMENTS. Any documents may be executed on behalf of the Corporation by the president or other officers designated by the president in writing.

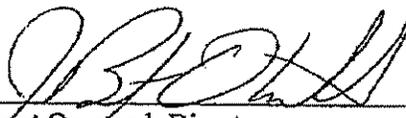
DATED EFFECTIVE as of this 16th day of October, 2008.



David High, Chair



Russell Fulcher, Director



J. Brent Omstead, Director

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

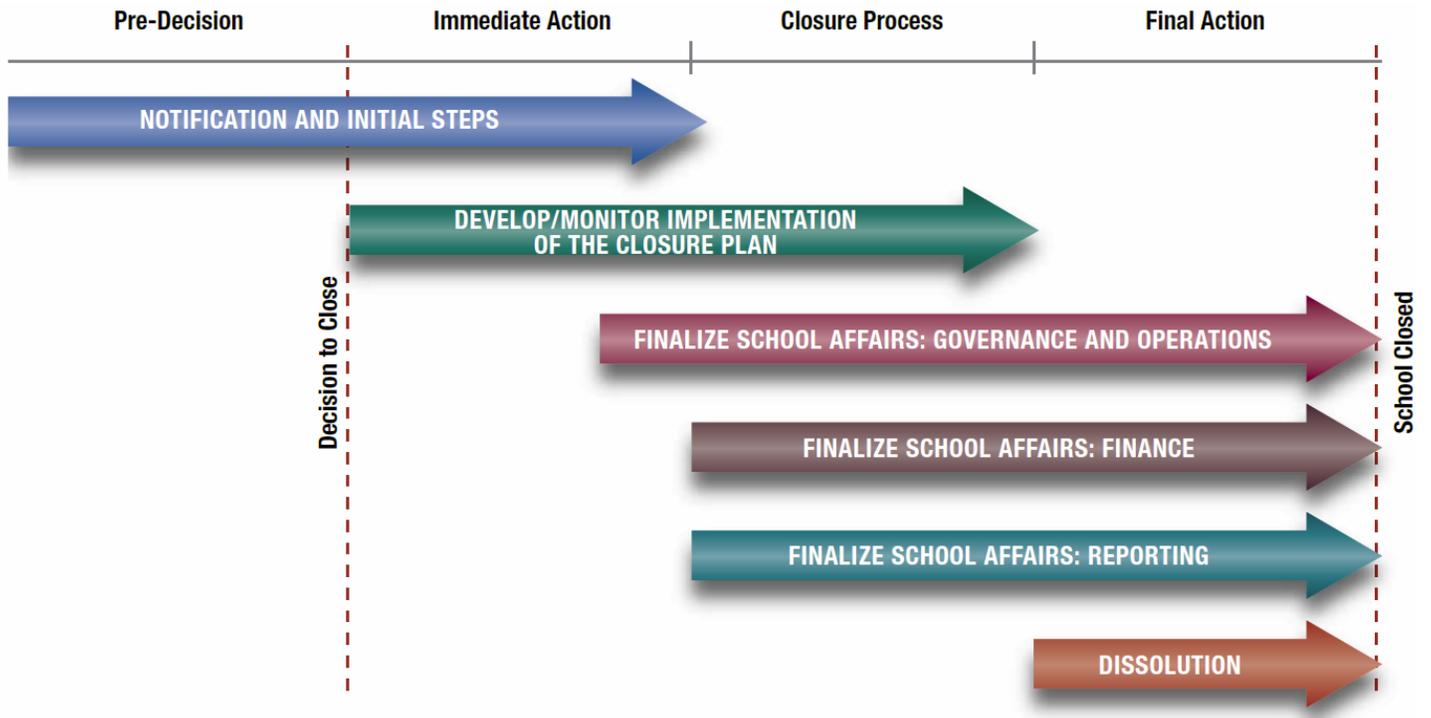
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **The Kootenai Bridge Academy, Incorporated** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on **October 16, 2008**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2009**; and

WHEREAS, the School’s charter was renewed on **February 7, 2017** for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 2017**, and shall continue through **June 30, 2022**, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership 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 provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.
- B. Grades Served.** The School may serve students in grades 9 through 12 as long as they are 16 to 21 years old.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Online Delivery of Core subjects through a CCS compliant delivery system
 - Capability to deliver instruction both in the building and remotely
 - Heavy emphasis on one on one instruction and nurturing relationships between students and teachers
 - Creation of a positive school climate where all students feel safe and respected
 - Student completion of a Senior Project that will prepare students for the next step in their life after graduating High School.
- 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 B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 320 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.

D. School Facilities. 637 N. Park Drive, Coeur d' Alene, ID 83814. 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: Kootenai County.

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 Performance Framework incorporated into this agreement as Appendix B.

- 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 November 1 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 E.
- 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 E.
- 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 E.
- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Kootenai Bridge Academy, Incorporated Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. For its performance certificate term ending June 30, 2022, KBA will include in its performance framework one or more mission-specific standard(s) focused on improving student achievement in writing. The mission-specific standard(s) will be developed in accordance with the process described in Commission policy.

Regardless of whether or not KBA agrees to fulfill the specific condition above, KBA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Kootenai Bridge Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.		
Key Design Elements	<ul style="list-style-type: none"> • Online Delivery of Core subjects through a CCS compliant delivery system • Capability to deliver instruction both in the building and remotely • Heavy emphasis on one on one instruction and nurturing relationships between students and teachers • Creation of a positive school climate where all students feel safe and respected • Student completion of a Senior Project that will prepare students for the next step in their life after graduating from high school. 		
School Location	637 N. Park Drive Coeur d'Alene, ID 83814	School Phone	(208) 930-4515
Surrounding District	Coeur d'Alene School District		
Opening Year	2009		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	9 to 12		
Enrollment (Approved)	320	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
--	--

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
Improve writing skills Gen Ed	1	50	
Improve writing skills SPED	2	50	
Total Mission-Specific Points		100	0
% of Mission-Specific Points			0%

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0			400	0
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				0%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	0%	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ALTERNATIVE ACADEMIC

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON																				
<p>Alt Measure 2a</p> <p>Math Proficiency Rate</p> <p>Comparison to Alternatives</p>	<p>Do math proficiency rates meet or exceed the state average for alternative schools?</p> <p>Exceeds Standard: The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p>Does Not Meet Standard: The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p>Notes</p>																				
<p>Alt Measure 2b</p> <p>ELA Proficiency Rate</p> <p>Comparison to Alternatives</p>	<p>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</p> <p>Exceeds Standard: The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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		0																		
<p>Notes</p>																				

ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON																
<p>Alt Measure 4a Are students making expected academic growth in math compared to their academic peers?</p> <p>Norm-Referenced Growth Math</p> <p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p> <p>Notes This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		30		15		0		<hr/>		0	
Points Possible	Points Earned															
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<p>Measure 4b Are students making expected academic growth in English Language Arts compared to their academic peers?</p> <p>Norm-Referenced Growth ELA</p> <p>Exceeds Standard: The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p> <p>Notes This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		30		15		0		<hr/>		0	
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ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Alt Measure 5a

Are students graduating from high school?

Five-Year Cohort Graduation Rate

- Exceeds Standard:** The school's five-year cohort graduation rate was greater than 80%.
- Meets Standard:** The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.
- Does Not Meet Standard:** The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.
- Falls Far Below Standard:** The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.

The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.

Notes

Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)

Result	Points Possible	Points Earned
	100	
	80	
	60	
	0-39	0
		0

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data 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 and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR		
Measure 1	Is the school improving the writing skills of general education students?	
		Result Points Possible Points Earned
	<p>Exceeds Standard: For general education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 25%, or the average score on all assessments will be 87% or above.</p> <p>Meets Standard: For general education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 20%.</p> <p>Does Not Meet Standard: For general education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 12%.</p> <p>Falls Far Below Standard: For general education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 0%.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
Notes	<p>Only general education students who need 12 - 24 credits to graduate and those who meet the definition of "continuously enrolled" as defined by Idaho State Administrative Rule will be included in this measure. The assessment used in an eligible writing course will be developed and scored by the online Revision Assistant™ writing measurement tool.</p>	

MISSION-SPECIFIC

Measure 2 Is the school improving the writing skills of special education students?

Exceeds Standard: For special education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 20%, or the average score on all assessments will be 75% or above.

Meets Standard: For special education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 15%.

Does Not Meet Standard: For special education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 10%.

Falls Far Below Standard: For special education students enrolled in an eligible writing course, the average growth from the first writing assessment until the final writing assessment will be 0%.

Only special education students who need 12 - 24 credits to graduate and those who meet the definition of "continuously enrolled" as defined by Idaho State Administrative Rule will be included in this measure. The assessment used in an eligible writing course will be developed and scored by the online Revision Assistant™ writing measurement tool.

Notes

Result	Points Possible	Points Earned
	50	
	30	
	15	
	0	
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? 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 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. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-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.			25 15 0	<hr/> 0
Notes					
Measure 2b GAAP	Is the school following General 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 option, an audit devoid of significant findings and conditions, material weakness, 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. Partially Meets Standard: The school largely exhibits compliance 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. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or 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.			25 15 0	<hr/> 0
Notes					
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			25 15 0	<hr/> 0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.				

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	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 statute 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	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

Kootenai Bridge Academy

Opening date: Fall 2009

**Petition approved by the
Idaho Public Charter School Commission
on October 16, 2008**

**Current version of the Charter approved
on June 17, 2014**

Kootenai Bridge Academy will be a statewide virtual school.
The school facility will be located in the school's primary
attendance area in Kootenai County.

Contact:

Charles Kenna
637 North Park Drive
Coeur D' Alene, Id, 83814
(208) 930-4515
kootenaibridgeacademy@gmail.com

TAB 1

A. Articles of Incorporation

Articles of Incorporation are available in Appendix 1.

B. Certification of Adoption of By-Laws

Signatures are available in Appendix 1.

C. Certificate of Attendance- Charter School Developers Workshop

See Appendix 1.

D. Educational Mission

Vision: To provide every student an academically excellent education, to facilitate graduation for alternative students, while ensuring the students have the technological foundation to be successful in the 21st Century.

Mission: Providing bridges to success through education, self-motivation, community responsibility

E. Bylaws

**BYLAWS
OF
KOOTENAI BRIDGE ACADEMY, INC.**

KNOW ALL MEN BY THESE PRESENTS: that KOOTENAI BRIDGE ACADEMY, INC.

(hereinafter the "Corporation"), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Kootenai, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as "Board," may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers:

The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.

The number of Directors shall be not less than three and not more than five. All members of the Board shall be residents of Kootenai County. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been selected and qualified. No Director may serve for more than a total of three terms, or nine (9) years, whichever is longer.

New Directors will be selected by appointment of the respective outgoing Director subject to a two-thirds approval vote of all Directors and Academy employees.

SECTION 3. Regular Meetings.

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of each month, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution. In all cases KBA will comply with Idaho open meeting law and as per Article II, Section 5.

SECTION 4. Special Meetings.

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the Board may fix any site within Kootenai County, Idaho, as the place for holding any special meeting of the Board called by them. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law through the means of monthly newsletters, local media, postings in the school office, local libraries, city hall and postings on the school website. Notice of any special meeting of the Board must include shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

SECTION 6. Quorum.

A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting,

a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Vacancies.

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the un-expired term of his predecessor in office.

SECTION 9. Compensation.

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall comply with and be bound by the provisions of Idaho Code §§ 33- 5204(5)(a) and 33-5204A.

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. IF the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

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

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall act as principal liaison between the Corporation and such agencies contracted by the Corporation to fulfill accounting duties. It shall be the principal duty of the Treasurer to make all financial reports available to the Board at monthly meetings.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Student-Faculty-Association.

The Board shall establish or recognize an official Parent-Student-Faculty Association (PSFA). All parents of students enrolled in the Kootenai Bridge Academy charter school and full-time faculty shall be members of the PSFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PSFA shall be authorized to make recommendations regarding any aspect of the school. The PSFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

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

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the accounting firm contracted by the Board and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

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

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also

keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VII: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words "Corporate Seal" and "Idaho". The Seal shall be in charge of the Secretary.

ARTICLE IX: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XI: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

- (a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).
- (b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.
- (c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.
- (d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision; a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).
- (e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403)

ARTICLE XII: SIGNATURE SHEET

Please see Appendix 1 for signatures of Directors ratifying these by-laws.

TAB 2 – Proposed operation and potential effects of the public charter school including: 33-5202(4)

A. Facilities

The Board of Directors of the Kootenai Bridge Academy, hereto be known as KBA, shall acquire and maintain facilities pursuant to federal and state regulations, to facilitate the instruction of the student body and operate its academic program. The site or sites shall be located within the boundaries of Coeur d’Alene SD #271. The facility(s) shall be located within 1.5 miles of a major thoroughfare or highway to facilitate access by students throughout Kootenai County.

Please see Appendix 2 for information on proposed facility plans and back-up plans.

First Choice: 7905 Meadowlark Way, Suite E.

We are very optimistic that this location would suit our needs well. It is located in the northern portion of Coeur d’Alene where much of our city’s new development and high school age children are. Not only does the site have plenty of parking, it is situated in an office park that will provide a quiet and out of the way setting for our lab. It is already wired for high speed Internet access and the owner is very interested in working with us.

Second Choice: 1522 E. Sherman Ave.

We have entered into detailed discussion with the owner and realtor to accommodate a payment schedule for this property. The primary strength of this location is the fact that it has been recently completely remodeled and is ready to have its interior custom designed for our needs. It is also located on the main drag downtown and is only a few blocks from the I-90.

Third Choice: 202 Anton Ave

This location is located on the second story of a larger office complex. It has handicapped accessible elevators. The ground floor of the complex is the Kootenai County Probation Department, while other offices on the second floor house family counseling services; the site enjoys a high degree of security. It is also currently vacant and is geographically in the very center of Coeur d’Alene with easy access to I-90 and local businesses.

B. Administrative services

A principal/director, a building registrar and a business manager shall provide administrative services. The principal/director shall be responsible for implementing the school's academic programs, and attaining the stated objectives of academic achievement. The principal/director shall provide educational leadership designed to nurture a strong relationship among teachers, students, parents and the community. In addition, the principal/director shall be responsible for the hiring, evaluation and termination of classified staff. The principal/director will observe, evaluate and recommend action to the board regarding the hiring, evaluation and termination of certified staff. The principal is also responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly and conducive to learning.

C. Potential civil liability

KBA is organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors of the KBA shall be deemed public agents authorized by the State of Idaho to control the charter school. KBA may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes as deemed appropriate by the Board of Directors. Its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of a public school. ACE shall have no liability for the acts, omissions, debts, or other obligations of KBA, except as may be provided in an agreement or contract with KBA.

KBA shall secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers' liability in the annual budget. ACE shall be given a sixty-day notice of cancellation or non-renewal of said insurance.

In all cases, ACE shall be held harmless with regard to civil liability in all matters concerning KBA.

TAB 3

A. Educational program and goals; fulfillment of educational thoroughness standards 33-1612 & 33-5205 (3)(a)

KBA's main goal is to help students graduate from high school who would otherwise start out their adult lives as high school dropouts. Strategically, KBA will educate the students of the 21st century in a medium that students intimately understand, the Internet. Our on-line program meets all state and federal educational standards. Civic awareness and involvement will be an increasingly critical aspect of being an educated and successful citizen for years to come. Our curriculum and graduation requirements will reflect this. Additionally, emphasis will be placed on work experience and community responsibility.

- Student curriculum will be administered through NovaNET, an online curriculum provider that has met or exceeded all state curriculum standards. NovaNET is a self-paced, individualized program that assigns students 1-2 classes at a time. While all core course content will be delivered through NovaNet, KBA staff will be primarily responsible for student instruction. Such instruction can be delivered on-line, over the phone or in person at the central computer lab. For further information on NovaNET and PEARSON education, see Appendix 12.
- For those students who choose to work exclusively from a remote location, Staff will at minimum contact such students at least once every two weeks via phone or email.
- To ensure adequate student progress and appropriate use of time spent on-line, Staff will monitor lessons completed by once a week. 4 lessons completed per regular session will be viewed as a minimum standard. Students should complete a core class every 3 weeks.
- Additional assignments will be given through classes, take home instruction and dual enrollment opportunities as needed to meet state standards.
- Each student will participate in a culminating Senior Project. This project will include life skills, community involvement, and career exploration. In addition the students will demonstrate their ability to communicate these experiences through a variety of means including oral, written and presentation. (Please see Appendix 3, "Senior Summit".)
- Students will be encouraged to obtain either full or part time employment in the community. Such employment will be used to obtain elective credit at the rate of 150 documented hours per credit to a maximum of two credits per semester.
- Students shall advance based on their mastery of the curriculum. The

- online program requires an 80% accuracy or better to be able to proceed.
- Frequent and regular assessment tools will monitor and report progress, and guide and improve instruction. The assessment used will express clearly the quality of student work and certify that students are meeting standards.
- An assigned teacher that will be responsible for student guidance and assessment will monitor student's progress. The teacher will be assigned to students based on student schedules and needs. Student attendance will be based on hours on line and productivity.

KBA will be open to all students and will be particularly concerned with providing students who face special challenges from the standpoint of transportation, work schedules, legal issues or health problems a route to graduation. KBA will provide software for students to install at home or any other desired remote location. KBA will also provide hardware and connectivity to students who cannot obtain these on their own. KBA's ability to combine remote curriculum via the Internet as well as an intimate, one on one learning experience at our central Lab for students who require guided instruction will bring to bear the best aspects of both Virtual and "Brick and Mortar" learning. Since attendance at the central lab will be optional, students will have the opportunity to choose that method of learning that best suits their personal needs.

KBA's main office will be open to students 12 hours a day, from 7:30 a.m. to 7:30 p.m. Monday-Thursday and from 8-11 a.m. on Friday. One or more Certificated Staff and Classified paraprofessionals will be present during all of these hours. Staff will meet on Fridays from 11 a.m. – 3 p.m. to discuss students and other issues pertaining to the good of the school. Students choosing to attend the central lab will be given the option of attending one of four shifts: 8-11 a.m., 11-a.m.-2 p.m., 2 p.m.-5 p.m. and 5 – 7:30 p.m. to maximize computer and Staff availability. An emphasis will be placed on flexibility to match students work schedules and other personal needs.

Pursuant to Idaho Code 33-1612, KBA will meet educational thoroughness standards as follows:

1. As a Virtual School, KBA will make instruction available to students at home or any other remote location students and parents should desire. In addition, KBA will provide a central computer lab with Staff oversight and assistance. Policies and procedures will be in place to assure this is a safe and welcoming environment. Staff will be available to assist students on-line and over the phone during school hours.
2. Staff shall be empowered to maintain classroom discipline. Policies

outlined in the student handbook will be enforced. Procedures to deal with discipline issues will be put in place. Whenever possible, discipline will be enforced first through informal student-teacher interaction, then through student-principal intervention. Discipline situations that cannot be resolved in this way will go to a formal process as outlined in Tab 7, Section B.

3. Students will gain the values of honesty, self-discipline, respect and the importance of work by having a highly trained and professional Staff acting as models of these virtues. The format of instruction at KBA, whether through a remote location or on site will place a premium on self-reliance and self-discipline due to the self-paced nature of instruction.
4. KBA will meet all State requirements for verbal and oral communication skills. Furthermore, as part of student's required Senior Summit, they will articulate career goals and interview members of the community.
5. The NovaNET curriculum through which KBA will deliver instruction and award credits is nationally accredited and delivers high quality content that will enable students to go forward in their education in either a professional-technical or academic post secondary education.
6. KBA Students will learn not only academic skills but also the responsibility, consistency and self-motivation that are critical to success in the workforce. The self-directed, self-paced nature of KBA's instruction combined with peer modeling and coaching by Staff will give students an appreciation of those skills that will be required in a wide variety of careers.
7. By its very nature as a Virtual School, KBA will introduce students to the most current technology. In addition, KBA will coordinate with local business firms in career day settings to provide students with technical and vocational education and career guidance.
8. While KBA will be open to all students grades 11-12, KBA sees as its primary mission outreach to students who have dropped out of traditional school settings and who would otherwise not achieve a High School diploma, our emphasis on personal success and self-discipline will necessarily enhance the responsibility of these young citizens in their homes, schools and communities.

B. Definition of "educated person" and how learning best occurs 33-5202(3)(a)

Learning best occurs when a student is ready to accept that knowledge. Our

school offers a comfortable and safe environment with a flexible schedule to address the real life needs of alternative students. KBA will be open to all students grades 11-12

Halfway through the Internet revolution society has yet to grapple with the potential for new methods for delivering education. In the 21st century an educated person should demonstrate the following characteristics:

- Being able to analyze information to solve problems and make unbiased decisions
- Be able to collaborate in any given situation to meet the demands of their profession and community.
- Be committed to being an active participant in society and government. In order to do this they must be knowledgeable and must be able to access and analyze information that relates to the duties of being an American citizen.
- They must have the ability to ask for and learn from feedback. The educated person in the 21st century understands that their work and the work of others can benefit from thoughtful feedback and discussion, and they seek out opportunities to get and give helpful feedback.
- The ability to use the full potential of the internet and other technological advances to secure their economic and professional viability. KBA's of instructional delivery via the internet will provide a solid foundation for this skill.
- An educated person will be free of cultural, ethnic, sexual, or religious bias.

The state defines a virtual academy as a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the Internet in a distributed environment. Core curriculum will be given to students through a program available on the Internet with additional assignments given through classes and take home instruction as needed to meet state standards. Students will be assigned one to two classes at a time on the computer. Students are assigned a mentor teacher and work at their own pace. All students will complete two electives per semester, whether it is through work, packets or online curriculum. Students will be encouraged to obtain employment as a part of satisfying this requirement.

There will be quarterly activities available to all students to participate in on a school filed trip, examples of which are museums visits, picnics, and events. This is to provide student-to-student interaction and school unity.

C. Manner by which special education services will be provided 33-5202(3)(q)

KBA will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act and Section 504. In addition, the Idaho State Special Education manual will be used as a guideline. KBA will provide a free and appropriate public education to all students. KBA will contract the provision of special education services with providers who meet Idaho State requirements.

KBA recognizes the unique needs of all children and their potential for significant educational development and will provide education opportunities designed to meet each child's needs. KBA will abide by all applicable Idaho State Codes, Federal Public laws, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, guidelines regarding provisions for students who have disabilities. KBA does not discriminate on the basis of race, color, religion, national origin, sex, age or disability.

To be eligible for services under IDEA, a student must have a disability that adversely affects educational performance and requires specially designed instruction. KBA will identify special needs students, including Limited English Proficient (LEP), Special Education, gifted and talented, and students qualifying for section 504. KBA will utilize the Idaho Special Education Manual as now adopted or as amended in the future and with all federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing Individualized Education Plans (IEP), planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Special Education and related services will be provided free of charge to any student who qualifies for these Special Education services within the first month after transferring into KBA. The IEP team, based on criteria established by the state of Idaho, will identify such students. KBA will ensure that a free appropriate public education (FAPE) is available to students who attend KBA and are eligible for special education.

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.

1. KBA will form a multidisciplinary team to consider the 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.

2. A certified Special Education teacher will be responsible for designing, implementing, monitoring and supervising Individual Education Plans (IEP) and 504 plans. A certified Special Education teacher will provide services in an inclusion or pullout model depending on the degree of intervention necessary to meet the student's needs and will provide FAPE in the least restrictive environment. 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.

3. Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and Directors will be guided by the Idaho Special Education Manual to address these issues. A Procedural Safeguards Notice will be given to parents, which will contain a full explanation of special education rights.

4. KBA will contract with a private provider for the provision of related services. Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, KBA will determine the least restrictive environment complying with PL 94-142.

5. KBA applies the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESEA. LEP assessment will be conducted as follows:

Step 1 Administer a Home Language Survey. The primary purpose of a Home Language Survey is to find out if a student speaks a language other than English at home and thereby needs to be assessed for English language proficiency. The Home Language Survey also presents an opportunity to collect other useful information about the student that will help KBA personnel understand the student's personal and educational history in order to plan an appropriate educational program for the student.

Step 2 Assess the English proficiency in reading, writing, speaking and listening of any student whose home language is NOT English or who appears not to speak English. KBA will contract with outside providers as needed on a case by case basis per student.

Step 3 Determine whether the student is or is not LEP. Use the results of the language testing described in Step 2 to make this decision.

Step 4 If the student is LEP, place the student in an instructional program that will provide sheltered subject matter instruction in English and English language instruction. NovaNET has LEP curriculum built into its curriculum delivery. As the student progresses in English proficiency, Staff will transition the student into higher level English instruction.

Step 5 Remember to code this student as LEP and reassess their status at the beginning of each school as described in Step 2 above.

6. KBA will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education for the student. Special needs transportation contracts will be submitted to the State Department of Education for review before contracts are signed to verify that they are reimbursable; however, KBA will be obligated to provide such transportation in any case. KBA will also provide hardware, connectivity and software for students to install at home if it is determined that this is the optimal arrangement.

7. Gifted and Talented Program

KBA will provide for special instructional needs of gifted and talented students enrolled in KBA in accordance with IC 33-2001.

The Board designates the Principal to be responsible for the development, supervision and implementation of KBA's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

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

academic aptitude, demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, and specific talents.

Gifted and Talented students will have Advanced Placement course curriculum made available as offered in NovaNET through Pearson Education. These courses are recognized as accredited by the State of Idaho. In addition, Gifted and Talented students will be provided will Advanced Placement study guides in both digital and tradition formats; individualized instruction will be made available. Furthermore, Gifted and Talented students will be encouraged to take the Advanced Placement exams and counseling services in the application and examination process will be furnished by KBA Staff.

KBA will facilitate Gifted and Talented students concurrent enrollment at local post-secondary institutions in order to meet their special areas of interest.

Other Special Education Student Services

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs they will be provided classrooms as well as individual instruction. KBA's educational program is well suited to accommodating the needs and abilities of students with varying needs. This will be accomplished through, but not limited to the following: emphasis on the individual, collaboration, competition, flexible grouping, high interest-based expeditions, compelling topics, independent study, remediation, and pullout programs. Transportation will be provided as needed and required with educational experiences that will strive to meet those needs in the regular

D. Plan for dual and/or concurrent enrollment participation 33-2-3(7) & 33-5205(3)(r)

Students from KBA shall be allowed to participate in dual/concurrent enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7), Idaho Code.

Dual/concurrent enrollment options will be subject to district procedures as allowed in Idaho Code 22-203(1). Parents will be provided information concerning dual/concurrent enrollment options and requirements. State funding of a dually/concurrently enrolled student will be only to the extent of the student's participation in the public school programs.

Concurrent enrollment will include the enrollment in a post secondary institution. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in the KBA Board Policy.

TAB 4**A. Measurable student education standards 33-5205(3)(b)**

KBA's goal is to accomplish these educational goals annually:

Students at KBA will show annual academic improvement as measured by:

- 90% of Graduating Seniors without IEPs will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT) or in any assessment of the Common Core Standards that succeeds the ISAT.
- 75% of students will achieve satisfactory or above in core subjects as measured by assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- 90% of all students will attain a proficiency level of 80% or better on all NovaNET curriculum.
- 80% of all students will complete a minimum of four (4) lessons per regular session.
- 85% of all students will complete a minimum of 3 core classes and 2 elective credits per semester.
- 70% of students will be online a minimum of 10 hours per week with a progress of a minimum of 16 completed lessons per week.
- 100% of all Graduating Seniors will develop and maintain a Senior Project.

B. Method of measuring student progress 33-5202(3)(c)

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

1. Student progress relative to previous performance will be assessed following state requirements.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations
3. Performance will be assessed relative to current state developed standards/graduation requirements, i.e. SAT, ACT, COMPASS or Accuplacer.
4. Senior Summit completion and progress monitoring benchmarks are as follows:
 - a. All students will achieve satisfactory status or above for

Tab 4

their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.

- b. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor.

Each student will be required to complete a minimum number of courses per semester. The staff shall determine the number of courses per semester to be completed. Kootenai Bridge Academy shall fulfill the requirements of IC 33-1612 by a thorough, consistent, rigorous application of its curriculum.

- All curriculums shall be self-paced as best befits individual learning and as it meets staff generated standards as described above.
- Upon completion of a class the student will receive a review of their course work and a written confirmation of grade will be communicated to parent(s).
- Parents will be welcomed to review to student progress and performance upon request in a parent/student teacher conference.
- Reporting of Student Test Results - Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:
 1. Individual student progress
 2. Grade level/school composite scores
 3. Year-to-year comparative results by subject
 4. Comparative results between KBA, state, and national averages

C. Provision by which students will receive standardized testing 33-5202(3)(d)

The Idaho State Achievement Standards represent the minimum standards all students at the Academy will achieve in order to graduate. Student progress in

meeting the state achievement standards will be measured with the ISAT, DWA, DMA, NAEP or any other examination officially required by the State or federal government.

KBA will administer all State required standardized tests that students need to show they have met minimum standards for graduation. KBA reserves the right to measure student progress with other additional standardized testing instruments they feel necessary.

D. Provision ensuring state accreditation of charter school 33-5202(3)(e) & IDAPA

KBA shall maintain accreditation at all times by conforming to state accreditation requirements. The KBA will seek accreditation through the current state required accrediting agency, the Northwest Association of Accredited Schools.

E. Provisions re plan for improvement per NCLB

A committee of parents, board member, directors, teachers and students shall create our School Improvement Plan together. We will meet each spring to review progress, recommend improvements and set our goals for the following year.

1. Plan for Improvement per NCLB

Should it be determined through that KBA is in need of improvement per NCLB, the Principal/Director and the Board will take steps to identify and target school and individual needs.

- A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

TAB 5**A. Description of governance structure 33-5205(3)(f)****Governing Body**

The governing body will consist of a Board of Trustees that will be appointed as set forth in the corporate bylaws. The delegation of operational management will be delegated to the School Principal/Director. The board of trustees shall be not less than 3 and not more than 5.

KBA shall be incorporated under the Idaho code for the not-for-profit corporations. The Articles of Incorporation will be registered with the Secretary of the State of Idaho according to law. The duration of the incorporation will be perpetual.

The Articles of Incorporation will not be changed, amended, renewed or repealed without the full knowledge of the Board of Trustees. It shall be the responsibility of the Corporation to inform the Chairman of the Board of Trustees of any changes in the status of the Articles of Incorporation.

There is a clear distinction between the governance work of the Board of Trustees and the administrative and management work of the paid staff. The role of the Board of Trustees is to set policy and the role of the administration is to implement it through procedures.

B. Process to ensure parental involvement 33-5205(3)(f)

Parents will have multiple opportunities for involvement including parents endorsing Student Expectations, Student-Led Parent Conferences, consistent parent teacher communication through phone and e-mail correspondence, and the Spring Improvement Workshop.

To ensure parents of students choosing to complete coursework exclusively from a remote location are continually involved and informed, teachers will schedule regular monthly phone calls/emails, course grades will be mailed/mailed home as completed, Student-Led Parent Conferences will be held each semester, and parents will be encouraged to take part in our annual Spring Improvement Workshop.

C. Plan for annual financial and programmatic audits 33-5205(3)(j)
Annual Reports

As required by Idaho State Law and in compliance with federally mandated programs, the Board of Trustees of KBA will submit an

annual report to the Chartering Entity, which shall contain:

KBA's annual financial audit of the fiscal and programmatic operations as defined in Idaho Code 33-701 section 6 and Idaho Code 33-5205(3)(k).

- Financial Audit: The audit will be a full and complete audit conducted by a qualified and independent CPA chosen by the Board and contracted by the school.
- Programmatic Audit: During a Spring Board Meeting, KBA's board with the assistance of the Principle/Director will create a committee consisting of at least one of each of the following members: board, administration, teacher, parent, student and two community members at large which may include other public Charter schools administrators or Board members, local School District Board members or Staff, representatives of Idaho Charter School Network and other knowledgeable members of the public. In all cases, the programmatic audit will adhere to ACE policy. A Spring Workshop will be held during which the committee members will complete a programmatic audit. During this workshop a report will be generated on student progress based on the public charter school's student educational standards.
- Both audits will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15. The Chartering Entity may choose to do an independent audit at their expense.
- A copy of KBA accreditation report shall be submitted to the chartering agency and available to include all annual reporting requirements as outlined in IDAPA 08.03.01.301 and 08.02.01.300.3 that apply to an alternative secondary school.

Annual Budget

The budget for KBA will be prepared in compliance with Idaho State Law and policies of the State Board of Education. It will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided to the Chartering Entity as required. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System format.

Other Reports

ACE may reasonably request that KBA provide additional information to ensure that the school is meeting the terms of its charter. KBA will abide by additional reporting requirements of ACE.

TAB 6

A. Employee qualifications to be met 33-130 & 33-5205(3)(g)

Employment Standards

All Staff will meet or exceed qualifications required by Idaho State and federal law, including No Child Left Behind. Teachers will meet the Highly Qualified teacher status.

Certified Staff:

Instructional staff shall be certified teachers as defined in the Uniformity Chapter of the State Board of Education rules for the Public Schools of Idaho, Section 000-651 and the Idaho Department of Education Professional School Personnel Certification Standards manual and will comply with the Idaho State Department Code of Ethics. A copy of the certificates for all certified teachers/staff members will be kept on file at Kootenai Bridge Academy (KBA) along with proof of Highly Qualified status.

KBA reserves the right to seek waivers or limited certification options as provided by the rules of the Idaho State Board of Education when deemed in the best interest of the educational program.

Criminal History Check Required of All Employees:

Fingerprinting and background checks will be required for all employees per Idaho State Law.

Certified Teachers shall be Considered Public School Teachers:

Per Idaho Code 33-5206, certified teachers in KBA shall be considered public school teachers. Educational experience shall accrue for service in KBA and such experience shall be counted by any school district to which the teacher returns after employment in KBA. Each year of service KBA counts as one-year experience on the state indexing scale.

KBA embraces the legislative intent of the Public Charter Schools Act to create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

B. Health and safety procedures 33-5205(3)(h)

KBA buildings will be inspected as provided in the Idaho Uniform School Safety Codes (ref. IC Title 39 chapter 80). Following an

annual inspection, the charter school shall within 30 days, (1) correct any deficiencies in the inspection report, or (2), if the corrective action requires structural modification, file a written plan with the inspecting agency for the correction at the beginning of the following school year. KBA will comply with all applicable provisions and procedures as outlined in Idaho Code for the health and safety of its staff and student body. The general safety and health standards as outlined under the provisions of the educational occupancies guidelines furnished by the State Department of Education shall apply. The school shall insure services are provided for adequate record keeping of immunization and health-related services.

Students and staff will be provided a safe and secure environment to learn and work. All behaviors that impair this security will be dealt with through disciplinary procedures as delineated in Tab 7, section B.

C. Provisions re PERSI federal social security, unemployment insurance, and worker's compensation insurance 33-5205(3)(o)

Employee Benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. KBA will make all employer contributions to all state and federal programs as required by Idaho Code 33-1279. KBA employees will receive worker's compensation in the event of injury occurring as a result of employment. KBA will also allow for the accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer rights of employees 33-5205(3)(m)

Any employee choosing to work in KBA shall not be guaranteed the right to return to any school entity located in School District #271 after employment at KBA. However, any employee shall have the right to apply for employment through the employment procedures for new employees at any school entity located in School District #271.

E. Provisions re staff as separate unit for purposes of collective bargaining 33-5205(3)(p)

The Staff at KBA shall be considered a separate unit for the purposes of collective bargaining pursuant to Idaho Code 33-5205.

Representation shall be decided by a majority vote of the certified staff.

F. Statement re written contract for teachers and administrators 33-5206(4)

The relevant laws of the State of Idaho shall govern employment practices. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g) as those sections are now enacted and as they may hereinafter be amended, and the current and future rules of the State Board of Education specifically pertaining to public charter schools. KBA will adhere to the Standard Employment Contract Form as approved by the State Superintendent of Public Education.

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records.

Kootenai Bridge Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

TAB 7**A. Admission procedures, including provision for over enrollment 33-5205(3)(i)**

Admission Procedures: Annual Lottery

- * Each year KBA will establish an enrollment admission deadline, which shall be the date that all applications must be turned in to be eligible for the initial lottery.
- * All Students that were enrolled at the end of the previous school year will automatically be enrolled for the upcoming school year.
- * The name of each prospective student is written on or affixed to a 3x5 index card.
- * All cards, regardless of preference, are placed in a container.
- * Each card is selected one at a time by a third party who is not affiliated with Kootenai Bridge Academy. This person will pass the card to another individual who writes a number (indicating the order drawn) and a letter (indicating order of preference) on each card.
- * The letters are as follows:
 1. A= First, to pupils returning to KBA in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.
 2. B= Second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of KBA.
 3. C= Third, siblings of students already selected
 4. D= Fourth, to prospective students residing in the attendance area of KBA
 5. E= All other students
- * With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.

- * After all index cards have been selected, then the index cards shall be sorted in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B", based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C", based on the chronological order of the selection number written on each index card.
- * After the index cards have been drawn and sorted, the names shall be transferred in such order as preferences apply, to the final selection list.
- * Final Selection List: The names of the persons in the highest order on the final selection list shall have the highest priority for admission to the public charter school, and shall be offered admission to the public charter school until all seats are filled.
- * All students who are not selected to attend Kootenai Bridge Academy will be placed on the waiting list. Any seat that is vacated during the school year will be offered to the next eligible student on the waiting list.
- * All Applications received throughout the school year will be placed on the waiting in the order that they were received with precedence given to those applicants that need six or less credits to graduate.
- * For the remainder of the year, KBA will admit students, throughout the school year, on dates established by the principal and staff. Precedence will be given to students who are on the waiting list that was compiled at the beginning of the year. As new students apply, they will be placed on the waiting list in a first come first serve basis.
- * Within seven days of the lottery letters will be sent notifying parents/guardians that their child is either eligible to attend Kootenai Bridge Academy or has been placed on the waiting list.
- * If the school does not receive confirmation of the acceptance from the interested parties within a time frame to be set by the Director and staff, the student's slot will be relinquished and another student will be notified of admission.

According to Public Charter Schools Law, Section 33-5205 "...There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available"

B. Disciplinary procedures including suspension, expulsion, and re-enrollment 33-5205(3)(1)

KBA Disciplinary Procedures:

Procedures for suspension, expulsion, and re-enrollment of students:

When school begins in the fall of each year, and/or when a new student begins at KBA, the Principal/Designee will review with staff and students KBA's expectations of students. At that time, the material contained in the Student Agreement will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, what disciplinary action that will occur. Undesirable behavior shall include but not be limited to: violation of Idaho Drug Free Schools Policy, bullying, harassment, fighting or violation of the schools expectable internet use policy.

Discipline

- If a student is producing undesirable behavior, the staff has been trained to take care of it themselves. If it is more serious, the parents are contacted and the student is put on a contract for attendance, discipline, or academic performance. Students come up with their own contract to correct misbehavior. Students know that if they do not fulfill the contract they jeopardize their enrollment at the school. Any suspension or expulsion will comply with IC 33-205. The Principal/Director of the school in accordance with school policy and state code will deal with such behaviors that may be deemed a detriment to the health and safety of the school.
- Any student may appeal discipline decisions to the board for review.
- 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 if necessary.
- Major violations are defined as any illegal actions conducted on school property or during school sponsored 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 local law enforcement and will result in the immediate expulsion of the parties involved.

Suspension

KBA's Principal may suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of KBA. Students so suspended may still access NovaNET via remote location but will not be allowed on school grounds. A suspension by the Principal shall not exceed

five (5) school days in length; and the Board may extend the suspension an additional ten (10) school days. If the Board finds that immediate return to KBA by the suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to KBA by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any suspensions.

Expulsion

The Principal or Board may deny attendance at KBA by any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to KBA by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. KBA's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

C. Procedures for students using alcohol/controlled substances 33-210

KBA shall develop and implement policies and procedures specifying how personnel will respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-1732C, Idaho Code.-

D. Public charter school attendance alternative 33-52-5(3)(n)

KBA is a school of choice. No parent/guardian will be forced or coerced in any way into enrolling his/her child in the Academy. Students located within the attendance area of KBA will have the option to enroll in existing public schools presently serving the area.

E. Process for public notification of enrollment opportunities 33-5205(3)(s)

Enrollment opportunities at the KBA will be announced at least 3 months in advance of the closing date of an enrollment period. Announcement of opportunities will be published in local newspapers, media outlets, in the school’s newsletter and on the school’s web site on at least 3 separate occasions beginning not later than 14 days prior to enrollment deadlines each year. In addition, the KBA Board of Directors will publish as part of their monthly meetings any consideration of enrollment opportunities. Language demographics of the attendance area will be taken into consideration.

F. Plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance

Denial of Attendance

The Board of Directors may deny enrollment, re-enrollment or may deny attendance at its school by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

G. Student handbook and procedure ensuring parental access to it

Upon approval of a charter, a committee will be created consisting of director(s) and staff will develop a student handbook consisting of student expectations and school policies. It will reflect the vision and purpose of KBA, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be distributed to each student and the beginning of the new school year or when a new student enrolls. A copy of the student handbook will available in hard copy and on the KBA website.

TAB 8**A. Business Plan**

1. Description

An organizing group of founders have written the initial petition for a charter for KBA and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of KBA Charter School to the KBA Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of KBA. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

KBA has filed for incorporation and will a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future income tax code.

2. Marketing Plan

According to Idaho Code, all advertising and promotion processes for KBA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year. In addition, KBA will ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or public service announcements, to media outlets that broadcast within and/or published by such media outlets not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

KBA is a home based virtual high school with the option of working in a small group environment with one-on-one instruction. Students will graduate with a standard high school diploma. Our staff is highly experienced in the field of education and dealing with "at risk" students. We offer a flexible setting where students are able to work at their own pace allowing students to gain employment, raise their children, care for an ill family member, attend higher education courses, and

enables students to address their own health issues.

Tab 8

Advertising for KBA may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- KBA website (available after the charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at KBA.
- Public informational meetings about KBA held in accordance with Idaho Statute §67-23.
- Other methods that may include: news releases, newspapers, news conferences, and newsletters.

3. Management Plan

Operations

KBA will be organized as outlined in detail under Tab 2, and will generally follow the model of a virtual school. Kootenai Bridge Academy is located in Coeur d'Alene, ID. KBA will have a minimum of 80 students to a maximum enrollment of 320 students. KBA will be responsible to the authorized chartering entity for meeting the terms of the charter, which include, but are not limited to, its academic program, achievement of academic goals, adherence to statute and administrative rule and fulfilling its insurance and audit obligations. In return for this accountability, KBA has the autonomy to use its resources to develop and direct a program designed by founders and future staff.

The Principal/Director will, along with the staff, determine the day-to-day operations of the school, including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

Class Structure

KBA's on-site facility will contain a computer lab that has the capacity to service one-fourth of the enrollment at a given time. Initially this is anticipated to be approximately 20 computers. The lab will be available to students during an assigned shift time to facilitate student's schedules. As enrollment increases additional computers will be added to the lab up to the maximum enrollment.

KBA's primary focus will be on students that have dropped out of high school or are struggling to complete high school. We anticipate drawing upon large number students enrolled in home school, public schools, and private schools in Kootenai and surrounding counties.

Research supports our belief that parents and students want educational options. We know that many of the students we will be serving will have a variety of reasons for being in the situations they find themselves and need a program that offers them the flexibility to deal with their struggles and complete their high school careers.

4. Proposed Three Year Budget and Year One month-by-month cash flow: See Appendix 6.

B. Proposal for transportation services 33-5208(4)

Transportation services

KBA is a school of choice and as such transportation will be at the expense of the parents and students. In the event that special education students need to come on site for class or events, transportation will be contracted as needed. Should the student be incapable of coming to the school a teacher shall be assigned to provide any necessary at-home implementation of online curriculum. As Virtual School, online instruction will be the first recourse to mitigate transportation issues.

Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick-up or discharge students.

The only variation allowed in this regulation is the release of students to parents

in a face-to-face situation at the close of the activity before the bus begins the
Tab 8

return trip. Such release will require a signed and dated release form from the parent(s).

C. Plan for school lunch program

Students and parents or guardians will be responsible for providing any needed nutrition. KBA will have available vending machines for student and staff use if they so desire.

TAB 9: Virtual School Charters, brief description of how charter school meets definition of a public virtual charter school 33-5202A(6)

The state defines a virtual academy as a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the Internet in a distributed environment. Core curriculum will be given to students through Pearson Digital Learning with the NovaNET curriculum, and any other online curriculums that may become available to meet the needs of our students. (Please see Appendix 12 for further information on NovaNet). Students will be assigned one to two classes at a time on the computer. (Please see Tab 3 for further information on Educational program). Students are assigned a mentor teacher and work at their own pace. All students will be encouraged to acquire employment and complete two electives a semester whether it is through work study, additional NovaNet courses or packets. KBA will provide students with software, hardware and connectivity if it is determined this is required to meet students optimal learning environment pursuant to IC 33-5205 (6).

Staff will have available to them opportunities for Professional Development specifically related to public virtual school environment, including workshops, webinars, in-house training and conventions. Pearson Education provides in house professional development as well as regional conferences for instructors.

KBA will place a priority on keeping parents abreast of student progress as described in Tab 5-B.

Attendance at KBA will be monitored through students logging on to their NovaNET accounts. Such logons are readily observed through Staff accounts. Likewise, student progress toward course completion will be monitored online and in accordance with the Idaho State Thoroughness Standards.

Students working from a remote location will have on call support from KBA staff available from 8 a.m. to 7:30 p.m. Monday – Thursday and from 8-11 a.m. on Friday. Staff will also be available online, both through school email that will be provided to students and through NovaNET’s interactive student-teacher program format.

The online curriculum provider offers technical support through an 800 number as well as online. In addition hardware and network support will be contracted with a local specialist.

TAB 10**A. Plan for termination including identification of person responsible for dissolution, disposal of assets, handling of payments to creditors, and transfer of student records 33-5205(3)(u)****Intent:**

The purpose of this action plan is to provide Kootenai Bridge Academy (KBA) Staff and Stakeholders with oversight in the event of KBA's closure. The intent of this document is to assure sound closure decisions, allowing for an orderly closure process with the main objective being to protect the affected students, families and the public trust.

For the purposes of this procedural document, "closure" will be defined as all processes that follow a Board decision to close the school or following the revocation of the school's Charter. All efforts will be made to accommodate KBA student's still enrolled and the time of the decision to cease operations per Idaho Code.

In realizing that the process of closing KBA is a complex task, involving the relocation of students and the dissolving of business operations, KBA will appoint teams that will deal with each specific aspect of closing the school in a timely, orderly and efficient manner.

Plan Overview:

Once the decision to close KBA has been reached, it will need to be decided if the school is to close during mid-year operation or if it is feasible to allow the school to finish the school year, understanding that it is usually in the best interest of the students and families to complete the school year if possible. This decision would be reached in coordination with the State Charter Commission. Once a decision is reached, a timeline for closure will be created and teams chosen to implement the process.

Plan:

The Administrator will need to notify the Board and Staff Members in order to form teams and design a timeline. A Board Meeting will be held, as soon as possible, to implement these steps. At this meeting, Teams will be chosen to facilitate the closure.

The Public Charter School Commission will be notified and updated on a regular basis on the progress of the closure.

Team Overview:

The Teams will include, but not limited to;

Chairman of the Board

The Board Chair will oversee all actions of the closing.

Board Member in charge of Community/Parent Outreach (Team Lead) and Principal

The Principal will work with the Board Community/Parent Outreach to facilitate the closing plan and be in charge of all communications, thus assuring accuracy and consistency in announcements. The Principal will also work with the Finance and Educational Teams, consulting with the Board Chair and Attorney as needed and providing monthly updates to the Board and Commissions.

Finance – Board Finance (Team Lead), Finance Manager and Assistant Finance.

Finance Manager will work with the Board Finance to oversee all ongoing finances and file all required financial reports. Will work with the Assistant Finance as needed to assure that all necessary acts are completed in a timely, thorough manner. Will report, as needed, to the Director and Monthly to the Board. Will Consult with Board Finance, Attorney, and Auditor as needed.

Educational Support – Vice Chairman (Team Lead), Registrar, Principal and Curriculum Director

The Registrar will oversee handling of all Student Records, keeping all files and records current, ongoing reporting and all final reports. Will work with Principal, Curriculum Director and Teachers to assure that all necessary acts are completed in a timely, thorough manner. Will report, as needed, to the Director and Monthly to the Board.

Ongoing:

All members of the staff will continue to work until their contract is fulfilled at the end of the school year, assuming funds are available. In the case that funds are not available, it will be recommended to the Board that a change in contract length and/or a reduction in salary be made, up to and including early termination of contracts based on available funds and adherent to Idaho Code. In the event that funds are available, staff will be offered to work beyond their contract if necessary, with hourly pay based off of current Fiscal Year Salary in order to complete the final closure process of the school. This will include, but is not limited to; data entry for Student final Grades, packing and readying supplies and equipment for transfer or liquidation, etc.

Category	Task	Responsible Party	Expected Completion Date	Statu
Student Records	Within 10 days of decision of closure, compile a current student roster including names and school of residence			
	Compile monthly update on changes to enrollment			
	Continue with ongoing mandatory reporting			
	Discuss with SDE who will store remaining student records after closure			
	Transfer of Student Records			
	Decide who will be the contact, if necessary, to provide information on student records			
	Notification and Coordination with local schools for student transfer			
	Posting on Website of enrollment information for local schools			
	Final List of Student Names and Schools Transferred to			
Communication	Announcement of Closure to:			
	State Charter Commission			
	State Department of Education			
	Board			
	Staff			
	Students and Families making sure that they hear from KBA first			
	Media-Create Official Media Statement			
	Vendors and Financial Obligations			
	Attorney			
	Auditor/Accountant			
	Date for Open Meeting question and answer			
	Coordinated date with local schools for Registration and transfer of students			
	File all final federal, state and local employer payroll tax returns and issue final W-2's and 1099's by the statutory deadlines			
	Ongoing Updates to SDE and ACE			

Finance	Within 10 days compile current financial statements			
	Updated monthly financial statements			
	Updated report of KBA's present value and liabilities			
	Schedule of termination of services and contracts			
	Negotiate termination of contracts that extend beyond closure			
	Decide who will be responsible for final financial statements and records			
	Communicate with SDE and Charter where records stored			
	Accounting of assets including funding source			
	Discussion with former and current funding sources to decide how to disperse assets once financial obligations are met			
	Decide if assets need to be liquidated to pay obligations and contact funding source. Follow appropriate procedures for each funding source. (i.e. Items purchased with Federal CSP Funds are required to be returned to authorizer and cannot be sold)			
	Close out all State and Federal Grants and file all required reports			
	Arrange for year end and final audit. Notify SDE and ACE of auditor and estimated completion dates			
	Establish Escrow account if necessary to pay for final audit			
	Submit final audit to SDE, ACE and any other agencies required (i.e. Albertson's Foundation)			

Board	Board acknowledgement of closure			
	Appoint Trustee(s) to oversee closure process			
	Designate Closure Team and Roles			
	Adopt Final Resolution to dissolve Charter			
	Include attorney on first and ongoing Team meetings			
	Advise with Attorney as needed			
Personnel	Updated list of all Staff Employed with KBA			
	Update Files including at minimum, Soc, Unique ID, Employment History, Copies of Certificates, Employee Contracts and Evaluations			
	Discuss with SDE and ACE where staff records will be stored			
	Decide who will be responsible for maintenance of staff records, including but not limited to the verification of employment			
	Notification to Persi, State Insurance Fund, etc.			

Team Leaders will be responsible to perform all duties necessary to see KBA through the complete process of closure.

During the closing process, all Staff and Board are to maintain a positive environment in working with Student and their Families and in communicating with the public. The school's primary objective since KBA's founding has been to serve in the best interest of KBA's Students. This will continue throughout the closing process.

Timeline:

A timeline will be developed that will ensure an organized and orderly closure process. It will include, but not limited to the items on the attached checklist.

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE

08 SEP 29 PM 12:43

SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION
OF
THE KOOTENAI BRIDGE ACADEMY, INCORPORATED

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submit the following articles of incorporation to the Secretary of State.

ARTICLE I

It is hereby certified that this corporation shall be known as The Kootenai Bridge Academy, Incorporated.

ARTICLE II

The purpose for which this corporation is:

- a. To promote educational activities.
- b. To create and operate one or more public charter schools for the education of Idaho children.
- c. Educational within the meaning of Section 501c(3) of the Internal Revenue Code of 1986.
- d. In accordance with the Idaho Public Charter Schools act of 1998, Chapter 52, Title 33, Idaho Code.

ARTICLE III

The initial registered agent and registered office address of this corporation are:

Lisa Lewis
 112 E Foster Av
 Coeur d'Alene, ID 83814

ARTICLE IV

The governing body shall consist of a set number of individuals elected to position as set forth in the Bylaws. The governing body shall consist of at least three (3). Individuals who are to serve as the initial trustees are:

- 1. Charles Kenna
 239 Sequoia Ct
 Post Falls, ID 83854
- 2. Lisa A Lewis
 112 E Foster Av
 Coeur d'Alene, ID83814
- 3. Jill McDaniel
 14798 N Forrestdale Dr.
 Rathrum, ID 83858

IDAHO SECRETARY OF STATE
 09/29/2008 05:00
 CK: 1176 CT: 173952 SH: 1138019
 1 @ 30.00 = 30.00 INC NONP # 2

C 180303

ARTICLE V

The incorporator is:

Lisa Lewis
112 E Foster Av
Coeur d'Alene, ID 83814

ARTICLE VI

The mailing address of the corporation shall be:

112 E Foster Av
Coeur d'Alene, ID 83814

ARTICLE VII

The corporation does have voting members

ARTICLE VIII

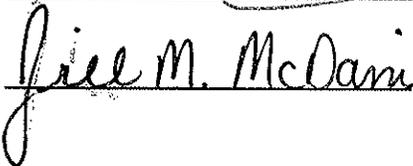
Upon dissolution the assets shall be distributed as follows:

In the case of termination of the charter, the Kootenai Bridge Academy Board of Directors is responsible for dissolution of the charter school. Creditors will be paid from the charter school monetary assets and/or through the auctioning off of non-monetary assets under the direction of the governing board. Parents/legal guardians will be notified by public notice and by mail of the procedure to request a transfer of student records to a specific school. Unless otherwise requested, all remaining records of students will be transferred to the A.C.E.. The Articles of Incorporation of the Corporation, Kootenai Bridge Academy, Inc., provide that upon dissolution of the Corporation any remaining assets shall be donated to the A.C.E.

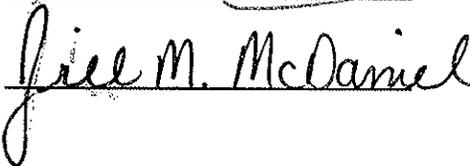
Signatures of all incorporators:



Lisa Lewis



Charles Kenna



Jill Mc Daniel

**BYLAWS
OF
KOOTENAI BRIDGE ACADEMY, INC.**

KNOW ALL MEN BY THESE PRESENTS: that KOOTENAI BRIDGE ACADEMY, INC. (hereinafter the "Corporation"), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Kootenai, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as "Board," may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers:

The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.

The number of Directors shall be not less than three and not more than five. All members of the Board shall be residents of Kootenai County. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been selected and qualified. No Director may serve for more than a total of three terms, or nine (9) years, whichever is longer.

New Directors will be selected by appointment of the respective outgoing Director subject to a two-thirds approval vote of all Directors and Academy employees.

SECTION 3. Regular Meetings.

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of each month, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution. In all cases KBA will comply with Idaho open meeting law and as per Article II, Section 5.

SECTION 4. Special Meetings.

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the

Board may fix any site within Kootenai County, Idaho, as the place for holding any special meeting of the Board called by them. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law through the means of monthly newsletters, local media, postings in the school office, local libraries, city hall and postings on the school website. Notice of any special meeting of the Board must include shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

SECTION 6. Quorum.

A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Vacancies.

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the un-expired term of his predecessor in office.

SECTION 9. Compensation.

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall comply with and be bound by the provisions of Idaho Code §§ 33- 5204(5)(a) and 33-5204A.

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a

Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. IF the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

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

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall act as principal liaison between the Corporation and such agencies contracted by the Corporation to fulfill accounting duties. It shall be the principal duty of the Treasurer to make all financial reports available to the Board at monthly meetings.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Student-Faculty-Association.

The Board shall establish or recognize an official Parent-Student-Faculty Association (PSFA). All parents of students enrolled in the Kootenai Bridge Academy charter school and full-time faculty shall be members of the PSFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PSFA shall be authorized to make recommendations regarding any aspect of the school. The PSFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

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

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the accounting firm contracted by the Board and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the

Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

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

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VII: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words "Corporate Seal" and "Idaho". The Seal shall be in charge of the Secretary.

ARTICLE IX: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XI: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision; a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403)

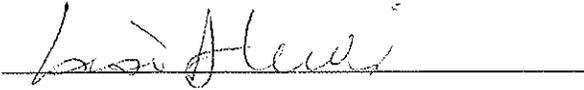
ARTICLE XII: SIGNATURE SHEET

Please see Appendix 1 for signatures of Directors ratifying these by-laws.

CERTIFICATE OF ADOPTION

KNOW ALL MEEN BY THESE PRESENTS, that we, the undersigned, being all the Directors ans the Secretary of Kootenai Bridge Academy, Inc., also being all the members of said Corporation, do hereby certify that the above and forgoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of Said Corporation on the 15th day of AUGUST, 2008, and that the same does now constitute the By-Laws of the said Corporation.

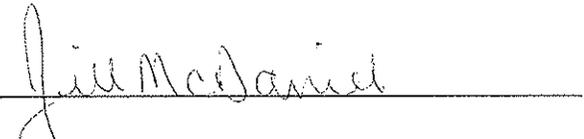
IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 15th day of AUGUST. 2008.



Lisa A Lewis



Charles Kenna



Jill McDaniel



Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

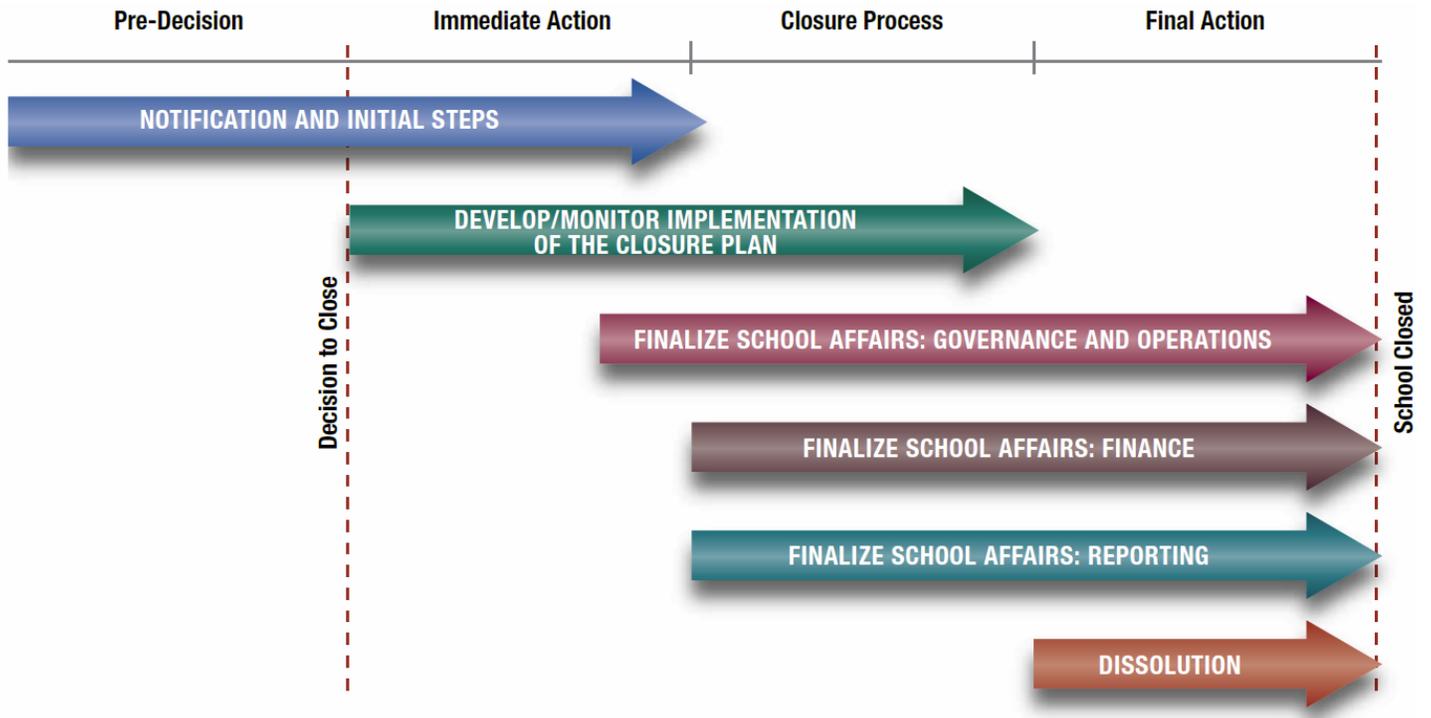
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual High School, Inc., doing business as Richard McKenna Charter School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, in 2004, the Authorizer approved a charter petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2002; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.
- B. Grades Served.** The School may serve students in **grades K through 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Active Learning.** We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:
 - Critical and Analytical Thinking.
 - Hard Work, Respect, and Service.
 - Presentations and Projects.
 - Reflecting and Recording.
 - **Focused Learning.** We use a block schedule that allows students to focus on a few courses at a time in great depth.
 - **Online Learning.** We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting
- 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 B. 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.

B. Maximum Enrollment. The number of students who may be enrolled in the school's online program shall be unlimited; however, the enrollment cutoff date for any given school year shall be six weeks before the end of the school year. The school's on-site program enrollment cap shall be 291 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.

D. School Facilities. 675 South Haskett Street, Mountain Home, ID 83647 and 1305 E. 8th North Street, Mountain Home, ID 83647. 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: State of Idaho. The School's primary attendance area for the on-site program is: Mountain Home School District #193 boundaries.

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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.

- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Idaho Virtual High School, Inc. Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, RMCS's 10th grade ISAT math outcomes for the on-site program will meet or exceed those of the Mountain Home Senior High School for 10th grade. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. RMCS's 2020 four (4) year cohort graduation rate for the on-site program will be at least fifty percent (50%). This condition is based upon a rate of increase sufficient to promote the on-site program's ability to achieve a graduation rate that meets or exceeds the ACGR standard in the framework adopted by the Commission in 2017 by the end of the next performance certificate term (2022).

Regardless of whether or not RMCS agrees to fulfill the specific conditions above, RMCS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Richard McKenna Charter School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of Richard McKenna Charter School is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.		
Key Design Elements	●Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:		
School Location	675 South Haskett Street	School Phone	(208) 580-2449
Surrounding District	Mountain Home School District		
Opening Year	2002		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	K to 12		
Enrollment (Approved)	291 on-site, unlimited online	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding	Neighboring
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%				0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			McKenna Charter School has opted out of including Mission Specific Goals
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Mountain Home School District will be used for comparison purposes for the general education population.				
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Mountain Home School District will be used for comparison purposes for the general education population.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)														
Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Criterion-Referenced Growth Math Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math. Notes	Result	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
Points Possible	Points Earned													
39-50	0													
26-38	0													
13-25	0													
0-12	0													
	0													
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Criterion-Referenced Growth ELA Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA. Notes	Result	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
Points Possible	Points Earned													
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																	
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
Result	Points Possible	Points Earned															
Norm-Referenced Growth																	
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
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	0-12	0															
		0															
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
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ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
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Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

ALTERNATIVE ACADEMIC

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON																				
<p>Alt Measure 2a</p> <p>Math Proficiency Rate</p> <p>Comparison to Alternatives</p>	<p>Do math proficiency rates meet or exceed the state average for alternative schools?</p> <p>Exceeds Standard: The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p>Does Not Meet Standard: The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p>Alt Measure 2b</p> <p>ELA Proficiency Rate</p> <p>Comparison to Alternatives</p>	<p>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</p> <p>Exceeds Standard: The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON																				
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.																			

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
Five-Year Cohort Graduation Rate	Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.		100	
	Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.		80	
	Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.		60	
	Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.	0-39	0	0
Notes	<p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>		<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>															

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
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<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>25</p> <p>15</p> <p>0</p>	<hr/> <p>0</p>
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		<p>25</p> <p>15</p> <p>0</p>	<hr/> <p>0</p>
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		<p>25</p> <p>15</p> <p>0</p>	<hr/> <p>0</p>
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	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 statute 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	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

Richard Mckenna Charter School

September 17, 2004

District Affected: Mountain Home School District #193

675 South Haskett Street

Mountain Home, Idaho

Authorized Representative:

Larry Slade

675 South Haskett Street

Mountain Home, Idaho 83647

(208) 580-2449 office

(208) 580-2450 fax

lslade@rmckenna.org

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Focus: Active Learning

“Active learning engages students in two aspects – doing things and thinking about the things they are doing” (Bonwell and Eison, 1991).

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. [Bonwell and Eison] cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be thought of as “the goals of the learning process”(Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

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Tab 1: Vision, Mission Statement

Executive Summary

Beliefs

We desire to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop a love for learning and serving. That preparation begins in kindergarten and continues through high school.

- We believe that students are naturally curious and uniquely creative. Our task is to foster that curiosity and encourage students to employ their creativity to solve problems, meet challenges, and answer questions.
- We also believe strongly that students must be able to communicate their ideas clearly and effectively with public audiences in order to deeply understand and recall what they have learned. We focus on developing strong communication skills which include literacy, numeracy, and the arts (performing, visual, media, and practical.)
- Above all, we believe that building character is at least as important as developing academic skills. Students develop performance characteristics as they set goals, persistently achieve them, and focus on excellence. They develop relational characteristics when they respect others, work cooperatively, and serve others. Basically, we encourage the golden rule which requires us to treat others as we would be treated.
- Finally, we believe that as students develop curiosity, creativity, communication skills, and character, they will love learning and serving and will be well prepared for a constantly changing future.

Vision

We believe as students become curious, creative problem solvers who can communicate what they have learned, and have developed character through effort and kindness, they develop a love for learning and are well prepared for the future.

Mission

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

Legislative Intent

By providing an onsite K-8 Montessori program, and an onsite project-based high school program that is extended online for at-risk and regular ed students, we address the legislative intent by:

- Improving student learning;

Richard McKenna Charter School
Tab 1: Vision, Mission Statement, Legal Status

- Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- Including the use of different and innovative teaching methods;
- Utilizing virtual distance learning;
- Providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Enrollment

The initial enrollment for the K-8 program will be 48 students. We will enroll an additional 24 students each year for four years, until we have enrolled approximately 216 students.

Tab 2: Proposed Operations, Legal Status

Type of School

Richard McKenna Charter School will be a new public charter school, not a conversion or replacement of an existing school. It will serve students online throughout Idaho, and onsite in Mountain Home, Idaho.

Legal Status

Idaho Virtual High School Inc., DBA Richard McKenna Charter School, is a 501(c)(3) non profit corporation organized and managed under the Idaho Nonprofit Corporation Act. Idaho Virtual High School Inc. is a Local Education Agency (LEA #453) and is authorized by the Idaho Public Charter School Commission.

Location

K-8 Campus

The proposed location of the K-8 program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 program is Mountain Home and the Mountain Home Air Force Base. The K-8 program will begin with Kindergarten and first grade, and after that will add one grade level each year up through 8th grade.

Cole Architects have developed plans for a 17,000 sf main facility that will house up to 144 students in grades 1-6, and two, 2,500 sf annexes that will house Kindergarten, a workshop and grades 7-8. The complete facility will have 9,900 sf classrooms, offices, (6 in the main building, and three in the annexes), a multipurpose room for eating, activities, and plays, a 900 sf stage which can be partitioned off for an additional classroom, and a work shop.

The facility will be built in phases. Phase one will include two annex buildings with two classrooms each. As the annexes fill initially with grades K-3, the main building—phase two—will be constructed with six more classrooms, a gym, stage, and craft shop.

Each classroom will house approximately 24 students for a total of approximately 216 students.

Timeline/Cost

The plan for phase one construction (two 2,500 sf annexes plus main facility infrastructure) is to go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin in August, 2016.

The estimated finished cost for phase one is approximately \$700,000. The estimated finished cost of phase two is approximately \$2,125,000.

9-12 Campus

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation.

9-12 Virtual Campus

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Administration

Initially, one administrator will be responsible for all three programs. When financially feasible, an additional administrator may be hired to supervise the K-8 program, with the other administrator supervising the 9-12 programs.

Liability Insurance

Insurance

Richard McKenna Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Richard McKenna Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Indemnification

To the fullest extent permitted by law, Idaho Virtual High School Inc—the name of the non-profit corporation—agrees to indemnify and hold harmless the state of Idaho, the chartering 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 there from; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The chartering entity shall have no liability for the acts, omissions, debts or other obligations of any charter school, except as may be provided in an agreement or contract between the chartering entity and Richard McKenna Charter School. RMCS indemnifies the chartering entity for all liability, regardless of the underlying legal theory for such claims.

Potential Effects

Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School District. Our capacity is 216 students which is about eight percent of the district's current student enrollment.

The biggest initial impact will be on the private Montessori schools. Parents pay tuition for their kindergarten children and may prefer to send their child to a publicly funded Montessori kindergarten.

We have not received any feedback from either private or public schools about our proposed charter expansion.

Tab 3: Educational Program and School Goals

21st Century Students--Developing Self-Reliance

To be educated in the 21st century means being prepared to adapt to a constantly changing environment. Our goal is to teach our students how to learn. We cannot possibly equip them with all of the knowledge required to succeed in a constantly changing world; however, we can equip them with the skills necessary to adapt and learn. Instead of giving them a “fish”, we teach them “how to fish” so they can adapt to a changing future.

Active Learning is our method for teaching students “how to fish.” It incorporates curiosity, creative problem solving, and communication skills. It also focuses on character development by cultivating what we call performance character (planning, goal setting, time management, perseverance, craftsmanship, responsibility, cooperation) and relational character (respect kindness, cooperation, and integrity.)

The school’s philosophy is that learning is not just about gaining knowledge and acquiring facts, but being able to do something with those facts.

How Learning Best Occurs

The Four C’s of Learning

Learning at RMCS focuses on four fundamental elements: Curiosity, Creativity, Communication, and Character.

CURIOSITY

Real learning begins with curiosity. At RMCS, our teachers go to great lengths to pique a student’s curiosity by posing intriguing questions. These questions may be inspired by observing nature, studying history, listening to a story, or conducting a scientific experiment. The goal is to inspire awe and wonder in a student’s mind which motivates them to research, explore, and discover.

Measures of Curiosity include:

- Observations of student initiative to learn about a particular concept or process

CREATIVITY

Once a student has gained some background knowledge through their personal study, they may be presented with a unique question, challenge, or problem which requires a creative solution. This process of creative problem solving and application develops deep understanding and strengthens recall.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

COMMUNICATION

Learning and understanding deepens when we share what we have learned with others. To share effectively, students must develop communication skills which include:

- writing (fiction and non-fiction)
- calculating (charts, graphs, statistics)
- performing arts (drama, dance, speech, music)
- visual arts (drawing, painting, design, architecture, sculpture)
- media arts (graphic design, multimedia presentations, web design and development, video production)
- practical arts (crafts, woodwork, robotics, computer programming, engineering)

Students who share what they have learned with public audiences (i.e. parents, friends, experts) are more motivated to develop and apply effective communication skills. They also understand more deeply and can recall more readily what they have learned when they share it with others.

Measures of Communication include:

- Performances
- Presentations
- Exhibitions
- Rubrics

CHARACTER

At RMCS we are concerned as much about developing a student's character as we are about developing his or her academic and creative skills.

Character at RMCS is divided into two main categories--relational and performance. Relational character focuses on being kind, cooperative, considerate, and respectful. Performance character focuses on time management, perseverance, and craftsmanship (quality, revision, and pride).

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

Educational Programs

Richard McKenna Charter High School will provide a K-12 educational program. The K-8 elementary program will be based on the Montessori method of teaching and learning, while the high school program will utilize project-based learning.

K-8 Montessori Program

The proposed location of the K-8 Montessori program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 Montessori program is Mountain Home and the Mountain Home Air Force Base. The K-8 Montessori program will grow one grade level per year beginning with Kindergarten and ending with the 8th grade. We will build facilities as needed.

Montessori Education

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. The students also trace letters using felt letters. Again, they see and feel the letter. They also arrange the felt letters on a blanket to form words and sentences. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and raising animals. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students exhibit their work in classrooms and hallways and have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older students help teach younger students which, in turn, reinforces what the older students have learned. (See Appendix A for more information.)

9-12 Onsite Project-based High School Program

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation. All of the courses are project-based.

9-12 Online Project-based High School Program

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

(See Appendix B for High School Course Descriptions)

Goals

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

BUILDING CURIOSITY

Teachers at RMCS employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

Measures of Curiosity include:

- Walk Throughs
- Observations of student motivation and initiative to learn concepts or processes.

FOSTERING CREATIVITY

Teaching at RMCS fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

DEVELOPING COMMUNICATION SKILLS

Learning activities integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy

Richard McKenna Charter School
Tab 3: Educational Program and School Goals

instruction, using appropriately challenging text, takes place in learning activities at all grade levels.

At RMCS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork.

Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem-solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work.

Measures of Communication include:

- Walk Throughs
- Observations
- Performances
- Presentations
- Exhibitions
- Rubrics

DEVELOPING CHARACTER

At RMCS, 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 do more than they think they can.

Individual development and group development are integrated so that the value of friendship, trust, 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.

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 disabilities into opportunities.

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

Thoroughness Standards

1. A safe environment conducive to learning is provided;
 - One of our guiding principles is that students must feel safe, physically and emotionally, before deep learning can take place. We accomplish this by having a zero tolerance rule for disrespect in any form with any person. Our teachers create an environment of trust where students feel safe enough to express a different opinion or consider a new idea.

Richard McKenna Charter School
Tab 3: Educational Program and School Goals

- We also ensure safety from external threats by controlling who can come into the building with a controlled locking system, providing bullet proof glass, and practicing crisis procedures.
2. Educators are empowered to maintain classroom discipline;
 - Teachers are given the authority to discipline students within the guidelines of school policy. Teachers, staff, and the principal also serve on a disciplinary committee which meets regularly to review student behavior and recommend disciplinary actions.
 3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
 - A portion of a student's evaluation is based on character development. Character development focuses on the four main rules of our school: Show Up, Show Up Early, Work Hard, Be Respectful.
 - Working hard means completing all of the assigned tasks to the best of your ability and beyond. It also incorporates accuracy, neatness, and quality.
 - Being respectful is the cardinal rule because it incorporates kindness, patience, and courtesy.
 - In addition to our four basic rules, we also have a list of Work Place Behaviors which students memorize and by which they are evaluated. (See Appendix D: Workplace Behaviors)
 4. The skills necessary to communicate effectively are taught;
 - One of RMCS's requirements is that students share what they have learned with others. This involves creating narratives, research, presentations, performances, and publications. Communication skills are incorporated throughout the project. Since students are working on authentic projects for real audiences, they are more motivated to develop the skills necessary to produce quality work.
 5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
 - The high school curriculum provides all of the courses necessary for a high school diploma including professional technical courses.
 6. The skills necessary for students to enter the work force are taught;
 - Workplace behaviors are incorporated school wide, and in every subject and course.
 7. The students are introduced to current technology.
 - Students are introduced to technology as instructional tools throughout the curriculum.
 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.
 - Following our four basic rules of showing up, showing up early, working hard, and being respectful, prepares students to be responsible citizens of their home, school and community.
 - Part of our mission is to teach our students how to work hard, respect, and serve one another. Our Volunteer Corp gives our students opportunities to serve in the community.

Graduation Requirements

Richard McKenna Charter High School will offer a diploma and require that students meet at least the minimum graduation requirements established by the Idaho State Board of Education. Additional graduation requirements may be established by the Board of Directors. (See Appendix C: Onsite Student Handbook for RMCHS Graduation Requirements.)

Idaho Virtual High School will accept credits only from accredited secondary and postsecondary institutions.

How Special Education and Other Special Needs Will Be Met

Special Education Services

Richard McKenna Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”). Richard McKenna Charter School is solely responsible for compliance with Section 504 and the ADA. Richard McKenna Charter School works diligently to ensure full compliance with the IDEA.

As an LEA, Richard McKenna Charter School is responsible for assuring compliance with these programs. Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Richard McKenna Charter School has a nondiscrimination policy with regard to admissions which may be found in the student handbook and on the school’s website..

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP’s will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

Richard McKenna Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

Richard McKenna Charter School will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE),
- Are appropriately evaluated,
- Receive an appropriate education in the least restrictive environment (LRE),
- Are involved in the development of and decisions regarding the IEP, along with their parents,
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s provision of FAPE,

Richard McKenna Charter School
Tab 3: Educational Program and School Goals

Richard McKenna Charter School will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Highly qualified, certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

- RMCS plans to contract/hire related service providers to meet the IEP service requirements i.e.; SLP, OT, PT, School Psych. Etc.
- Richard McKenna Charter School (RMCS) will adopt the Special Education Manual from the State Department of Education for its special education policy.
- The physical facilities will adhere to building codes and requirements of ADA.
- RMCS will provide as needed Supplementary Aids and Services, Accommodations and Adaptations, Assistive Technology, Extended School Year, Transportation for those students who's IEP requires it, (even if others are not transported), and other considerations e.g. positive behavioral supports, etc.
- Supplemental and replacement curriculum will be scientifically research based.
- When a manifestation determination occurs, RMCS will use Positive Behavioral Interventions and Supports (PBIS).
- RMCS intends to contract for services not provided by the school.
- Special education files are kept under lock and key in secured file cabinets. Only the Special Ed Director and the administrator have access to the special ed files.
- Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.
- Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.
- Discipline of special ed students will be conducted in accordance with the guidelines found in Chapter 12 of the Idaho Special Education Manual, 2007.

Limited English Proficiency

SURVEY

When students are admitted into the school, they will complete a Home Language Survey to determine what primary language is spoken in the home.

ASSESSMENT

Once it is determined that the primary language spoken in the home is other than English, students will be tested within 30 days of registration or 14 consecutive days after enrollment during the school year using the Idaho English language Learner Placement Test for potential placement into an LEP program.

PLACEMENT

After being notified of their option to waive services, parents may choose to receive LEP services. Services will be incorporated into our differentiated learning model by providing qualified staff who can assist with the child's learning.

Dual Enrollment

IDVHS will follow Idaho code 33-203 regarding dual enrollment.

Tab 4: Measurable Standards, Accreditation, and Accountability

Measurable Student Educational Standards

Mission Specific Goals—General Ed Students

GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

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Tab 4: Measurable Standards, Accreditation, and Accountability

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.

85% of RMCHS 12th graders will score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 7 out of 10 scales measured on the LASSI-HS.

Richard McKenna Charter School
Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 86%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-85% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Mission Specific Goals—Alternative Ed Students

GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

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Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

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GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.

75% of RMCHS 12th graders will score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Richard McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 5 out of 10 scales measured on the LASSI-HS.

Exceeds Standard: 76%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-75% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Assessment Tools

RMCS will use standardized tests to assess student achievement such as the following:

GENERAL ASSESSMENT OF INSTRUCTIONAL NEEDS (GAIN)

The General Assessment of Instructional Needs (GAIN) is a standardized test published by Wonderlic. It tests reading, language, and math skills and generates grade equivalent scores. GAIN offers both pre and post testing.

LEARNING AND STUDY STRATEGIES INVENTORY-HIGH SCHOOL VERSION (LASSI-HS)

The Learning and Study Strategies Inventory – High School Version (LASSI-HS) is an assessment tool designed to measure students' use of learning and study strategies and methods at the secondary school level. The original version of the LASSI, which was published in 1987, is designed for students who are currently enrolled in college. The high school version was developed in response to the need to assess skills that are critical for academic success at the high school level, but that are also instrumental for making a successful transition into a college setting.

The LASSI-HS is a 76-item self-report instrument. There are two forms of the LASSI-HS: a self-scored form that can be scored by a teacher, counselor, or individual student; and a computer-scored form that is scored through a service provided by H&H Publishing Company. Separate norms are provided for 9th, 10th, 11th, and 12th grade students. In addition, by using the 12th grade norms, this instrument is appropriate for first-year college students who are not yet familiar with the tasks and learning demands of the college environment.

The LASSI-HS can be administered on an individual or a group basis.

The LASSI-HS is a diagnostic and prescriptive measure that assesses student thought processes and behaviors that impact studying and learning. The specific focus is on both covert and overt thoughts and behaviors that relate to successful learning in high school and that can be altered through educational interventions. In addition, these thought processes and behaviors also contribute significantly to success in college and can be learned or enhanced through programs and interventions in secondary educational settings.

LASSI is used by 2,274 institutions including the University of Idaho, Idaho State University, Boise State University, the College of Idaho, and Brigham Young University.

Mission Specific Goals for Grades K-8

Mission specific goals for grades K-8 will be developed as the school grows from a K-1 to a K-8 program in conjunction with the High School Performance Certificate renewal process.

When grade levels are available for statewide testing, the K-8 program will utilize the IRI, NAEP, and ISAT tests as well as other standardized tests such as the General Assessment of Instructional Needs (GAIN).

The Montessori program will ensure that students are prepared for the statewide testing format.

STATE MANDATED TESTS

Students will participate in all State mandated tests. Students will be tested and proctored at approved testing sites throughout the state

Common Core Standardized Testing

Some individuals express concern that a Montessori education does not prepare public school students for standardized testing. Just the opposite is true as noted below:

“A primary goal of Montessori classrooms is to provide students with a combination of guidance and a prepared environment in which to develop the necessary skills in reading, writing, speaking, and listening that facilitate effective communication and expression. Montessori students have always been encouraged to be independent and critical thinkers; to analyze, question, and contribute their own thoughts on a topic. Montessori students from a very young age are encouraged to ‘actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.’”

The Common Core gets very specific in providing goals for building the necessary skill sets for reading, writing, and speaking effectively from kindergarten through high school. And yet, as with Mathematics, time and time again, the standards are met or exceeded by the Montessori Scope & Sequence. (<http://montessoricompass.com/blog/common-core-standards-an-opportunity-for-montessori-to-shine>)

Accreditation

Richard McKenna Charter High School shall be accredited by the NWAC/AdvancEd.

School Improvement

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

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three Star Rating, Richard McKenna Charter School will develop a plan that will focus on improving school and

Richard McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of Richard McKenna Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will subject all School-level Improvement, Continuous, Rapid, and Turnaround Plans to a documented, meaningful, and thorough review process prior to providing approval.

Tab 5: Governance Structure, Parental Involvement, Audits

Governance Structure

Structure

Idaho Virtual High School Inc.(DBA Richard McKenna Charter School) is a non-profit 501(3)(c) organization organized and managed under the Idaho Nonprofit Corporation Act and a Local Education Agency (LEA). The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School shall be responsible for identifying and complying with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

Board of Directors

INITIAL FORMATION

The Board of Directors of Richard McKenna Charter School will consist of no less than five (5) and no more than seven (7) members. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

SELECTION AND REPLACEMENT

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

BOARD RESPONSIBILITIES

The Board of Directors will have the responsibility to approve the selection of the school Principal, who shall not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum.

MEETINGS

The Board of Directors shall meet at least three times annually at a time, place and manner designated by the Board.

SCHOOL ADMINISTRATION

The Principal will be empowered to provide educational direction, administration, and on-site day to day operation as well as certain decisions concerning but not limited to:

- vision and mission of school
- instructional materials and supplies
- resource allocation

Richard McKenna Charter School
Tab 5: Governance, Parental Involvement, Audits

- state charter school requirements
- special services
- contracted services
- public and media relations
- business and community partnerships
- curriculum, instruction, and assessment
- professional development
- employment and personnel issues
- enrollment and attendance
- formative/summative staff evaluations
- facility conditions
- climate for innovation and growth
- staff and school morale
- district/board liaison
- budget and financial records
- reports to chartering entity

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. The state funding formula will be used for funding to hire staff through the regular budgetary process.

Ethical Standards

Idaho Virtual High School, Inc. DBA Richard McKenna Charter School, is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school.

The Board of Directors meetings will follow Idaho School Board Association's Code of Ethics for School Board Members which includes but is not limited to the open meetings law and public records law. The clerk of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

Parental Involvement

COMMUNICATION

Including parents is an integral part of RMCS's program. RMCS views parents as partners in their child's education. Parents will receive regular progress reports as well as other communication from their teacher regarding their student.

PARENT NIGHT

Parent Nights will be scheduled regularly throughout the school year where parents see displays of their child's work or watch performances, learn about what will be taught in upcoming units and how they can support their child, and participate in some of the learning activities their children will experience.

VOLUNTEERS

Volunteers who can assist teachers and the administration as well as share their unique talents with the school are welcome and appreciated.

Audits

Richard McKenna Charter School will conduct an independent financial and programmatic audit annually. The Richard McKenna Charter School will follow the requirements set forth by Idaho statutes 33-5210(3), 33-357, and 33-701 (5-10) regarding audit reporting and will submit electronic and/or physical copies to the appropriate agencies. A physical copy of the audit is available to the public at the main office, and electronic copies on the school's website.

RMCS invests its funds in the Local Government Investment Pool. Investment portfolios may evolve over time.

RMCS will review its budget during the February board meeting.

Financial Reporting

RMCS's Board of Directors will ensure that all financial reports required by the SDE will be submitted annually and copies sent to the appropriate agencies.

School Calendar

The Principal will determine the school calendar, schedule, and hours of operation. The Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing the required number of hours of instruction for grades K-12.

This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. State required hours of attendance will be met.

Tab 6: Employee Requirements

Employee Practices

Employment Practices

- Richard McKenna Charter School's staff will meet or exceed qualifications required by state law. All teachers will be certified. The Principal will make recommendations to the Board of Directors for approval of instructional staff.
- Idaho Virtual High Richard McKenna Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, The Idaho Virtual High Richard McKenna Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.
- Employees who have previously been screened for criminal background and/or finger printed by educational entities in the state of Idaho, or whom their district grand fathered in, will not be required to be rechecked. New employees not covered as described above will undergo background checks and finger printing.
- Job announcements and all other hiring practices will be free of discriminatory language.

Employee Qualifications

Richard McKenna Charter School's full time and part time staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers. They will meet the qualifications outlined on the State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions (http://www.sde.idaho.gov/site/teacher_certification/HQT/).

Professional Codes and Standards

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

RMCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as-needed basis.

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

Transfer Rights

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

Employee Benefits and Provisions

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

Collective Bargaining

Richard McKenna Charter School's certified staff will be a separate unit for purposes of collective bargaining.

Written Contracts

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

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

Background Check

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

Professional Opportunities

The faculty at Richard McKenna Charter School will work in an environment where they have opportunities to work with each other to align subject areas. The Principal will determine in-service training days in order to provide teachers with training.

Teacher Evaluation

Teachers will be evaluated according to the procedures outlined in Idaho Code.

Teacher Certificates

A copy of the certificates for all certified teachers/staff members will be available for inspection at Richard McKenna Charter School's main office.

Health and Safety

Americans with Disabilities Act

The Richard McKenna Charter School facility(s) will be inspected annually to ensure compliance with applicable state and federal guidelines as provided in Idaho Code and the Americans with Disabilities Act.

Inspection Reports

Richard McKenna Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RMCS also will provide regular inspections of the facilities for health, safety, and fire compliance.

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

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

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proof of immunization before being enrolled at Richard McKenna Charter School or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Richard McKenna Charter School's insurance carriers and at a minimum address the above and the following items:
 - All staff will receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder.

Richard McKenna Charter School
Tab 6: Employee Requirements

- RMCS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
- RMCS will create procedures for securing and administering prescription drugs.
- 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.
- The school will function as a gun-, drug-, alcohol-, and tobacco-free workplace.
- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in suicide prevention;
- All staff will be trained in universal medical and health precautions;
- RMCS will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district;
- All employees will be screened by law enforcement agencies.

Richard McKenna Charter School has a policy regarding internet usage and comply with all requirements set forth in the Children’s Internet Protection Act. (See Appendix C: Onsite Student Handbook.)

Disciplinary Procedures

Discipline

RMCS students are required to comply with the rules established by Richard McKenna Charter School. Depending on the severity of the violation and mitigating circumstances, students who violate any of the rules will follow a process of first, being warned verbally about the nature of the offense and the consequences of further violations, second, being placed on probation, and third, being suspended from either a course or the school. Students, who are, suspended, must have a formal interview with the principal before resuming classes.

Expulsions

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

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

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may

Richard McKenna Charter School
Tab 6: Employee Requirements

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

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The principal or a designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. Immediate notification will also be given to the parent or guardian.

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

Tab 7: Admissions, Discipline, Student Policies

Enrollment Capacity

<i>GRADE LEVEL</i>	ANNUAL ONSITE ENROLLMENT				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
K	24	24	24	24	24
1	24	24	24	24	24
2		24	24	24	24
3			24	24	24
4				24	24
5					24
6					
7					
8					
9	12	12	12	12	12
10	12	12	12	12	12
11	12	12	12	12	12
12	12	12	12	12	12
Total Onsite Enrollment	96	120	144	168	192
Total 9-12 Online Enrollment	240	240	240	240	240
Overall Enrollment	336	360	384	408	432

Admissions

Enrollment

Richard McKenna Charter School is a public charter school open to any student regardless of race, color, national or ethnic origin, religion, gender, social or economic status and/or special needs.

Each year RMCS has a limited number of openings for new students. We hold an annual lottery where names are randomly drawn, then placed in order on a waiting list. RMCS's annual lottery is held on the third Thursday of February at 1:00 pm and is for students entering kindergarten through 8th grade. Applications for the lottery will be accepted from January 1st of each year until 24 hours prior to the lottery. Offers of enrollment for the next school year will be made following the lottery.

Lottery Process for Initial Admission for a New Charter School

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority – The first priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Second Priority – The second priority group is siblings of pupils already selected by the lottery

Third Priority – The third priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fourth Priority – The fourth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

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

Richard McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Lottery Process for Subsequent Years

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority—Students returning to the public charter school in the second or any subsequent year of its operation;

Second Priority – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

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

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Attendance Alternative

Students located within the attendance area of Richard McKenna Charter School will have the option to enroll in existing public schools presently doing the area. No student will be required to attend Richard McKenna Charter School.

Enrollment Opportunities

To make citizens aware of enrollment opportunities, RMCS will use mix of media which may include, the local newspaper, direct mail, radio, the internet, and other media outlets as outlined in Idaho code 33-5205(3).

Discipline

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

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

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the

Richard McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Student Handbooks

Student policies are found in the student handbooks, one handbook for each of the programs-- K-8, 9-12 on-site and 9-12 Online.

The handbooks are available in print at the main office or Online on our school's website.

(See Student Handbooks in Appendix C.)

Tab 8: Business Plan, Transportation, School Lunch

Funding Sources

Basic funding for the school would be provided as stipulated in Idaho Code ~~33-5208~~. No tuition will be charged for Idaho residents, except for overage classes.

Transportation

RMCS will provide student transportation services for all of its elementary students beginning with the first year of school by contracting with the local school bus company. The estimated cost of transportation during the first year is approximately \$270/day.

School Lunch

RMCS does not plan to provide a lunch program.

Richard McKenna Charter School
 Tab 8: Business Plan, Transportation, School Lunch

Three Year Budget

Richard McKenna Charter School										
Annual Budget Template										
	Year 1			Year 2			Year 3			
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	
Number of Students	336			360			384			
Revenues:										
State Apportionment		\$4,400	\$1,478,400		\$4,400	\$1,584,000		\$4,400	\$1,689,600	
State Transportation		85%	57,120		85%	122,400		85%	195,840	
Nutrition Program	\$ 0		0	\$ 0		0	\$ 0		0	
Federal Grants										
Contributions/Donations										
Total Revenues			\$1,535,520			\$1,706,400			\$1,885,440	
Expenses:										
<u>Salaries:</u>										
					3.0%			3.0%		
Teachers	\$37,500	12	\$450,000	\$38,630	13	\$502,190	\$39,790	14	\$557,060	
Special Ed	\$42,000	1	42,000	\$43,260	1	43,260	\$44,560	1	44,560	
Instructional Aids	\$30,000	2	60,000	\$30,900	2	61,800	\$31,830	3	95,490	
Classified/Office Staff	\$25,000	5	125,000	\$25,750	5	128,750	\$26,520	5	132,600	
Administration	\$45,000	1	45,000	\$46,350	1	46,350	\$47,740	1	47,740	
Nutritional Program	\$42,000	0	0	\$43,260	0	0	\$44,560	0	0	
Librarian	\$45,000	0	0	\$46,350	0	0	\$47,740	0	0	
Maintenance/Other	\$28,000	1	28,000	\$28,840	1	28,840	\$29,710	1	29,710	
Total Salaries			\$750,000			\$811,190			\$907,160	
<u>Benefits:</u>										
Retirement/PERSI	15.0%		\$112,500	15.0%		\$121,680	15.0%		\$136,070	
Health/Life Insurance	6.0%		45,000	8.0%		64,900	8.0%		72,570	
Payroll Taxes	8.0%		60,000	8.0%		64,900	8.0%		72,570	
Workers Compensation	6.0%		45,000	6.0%		48,670	6.0%		54,430	
Total Benefits			\$262,500			\$300,150			\$335,640	
<u>Operating Expenses:</u>										
Textbooks	\$25.00		\$8,400	\$26.50		\$9,540	\$28.00		\$10,750	
Supplies			\$14,000			\$14,000			\$14,000	
Equipment			\$5,000			\$5,000			\$5,000	
Contract Services			\$37,000			\$37,000			\$37,000	
Legal			\$1,500			\$1,500			\$1,500	
Accounting			\$5,500			\$5,500			\$5,500	
Advertising/Marketing			\$4,300			\$4,300			\$4,300	
Gas/Electric			\$7,200			\$7,200			\$7,200	

Richard McKenna Charter School
Tab 8: Business Plan, Transportation, School Lunch

	Telephone		\$2,500		\$2,500		\$2,500
	Liability & Property Insurance		\$8,000		\$8,000		\$8,000
	Testing & Assessment		\$1,500		\$1,500		\$1,500
	Staff Development		\$5,000		\$5,000		\$5,000
	Consulting		\$15,000		\$15,000		\$15,000
	Travel		\$6,000		\$6,000		\$6,000
	Postage		\$1,000		\$1,000		\$1,000
	Rents and Leases		\$0		\$0		\$0
	Debt Retirement		\$0		\$0		\$0
	Grounds & Maintenance		\$8,400		\$8,400		\$8,400
	Miscellaneous		\$1,000		\$1,000		\$1,000
	Total Operating Expenses		\$131,300		\$132,440		\$133,650
	Program Expenses:						
	Transportation	\$ 200	\$67,200	\$ 400	\$144,000	\$ 600	\$230,400
	Nutrition Program	\$ 0	0	\$ 0	0	\$ 0	0
	Total Benefits		\$67,200		\$144,000		\$230,400
	Total Expenses		\$1,211,000		\$1,387,700		\$1,606,800
	Net Operating Income/(Loss)		\$324,520		\$318,620		\$278,590
	Beginning Fund Balance		150,000		474,520		793,140
	Ending Fund Balance		474,520		793,140		1,071,730

Tab 9: Virtual Schools and Online Programs

Online learning makes a Richard McKenna Charter High School education available well beyond the Mountain Home campus. Specially designed to mirror the campus learning experience, RMCHS's Online courses are designed and taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Richard McKenna Charter School has been operating an Online program for regular and alternative ed students since 2002. We created our own Learning Management System named Acquire Learning Management System and our Online courses. All of our teachers are highly qualified, and Idaho certified.

Our teachers are available during posted office hours via phone, email, or video conferencing. Teachers are required to grade all assignments within 48 hours. Out attendance is based upon course work completed which is tracked by our LMS. Each course requires 90 hours of completed work which includes student to student interaction via blogs and discussion boards. Credit is granted when a student completes all of the daily assignments with a grade of D or better and completes the final project with a D or better.

Each Online course has been mapped to the State Common Core standards.

Students receive technical support from teachers, a help desk, office staff, and contracted technical services.

All of our Online students use their own computers and internet access. RMCS provides equipment such as webcams and microphone headsets as needed.

Online teachers attend an annual inservice Onsite for professional development/training. They also have access to Online tutorials which provide self-paced learning opportunities that qualify for district inservice credit hours.

Special Ed services are provided by our Special Ed director who provides one-on-one help and direct instruction using video conferencing and screen sharing. The Special Ed director also meets face-to-face with parents and students. Testing is contracted out to locally qualified psychologists.

Tab 10: Business Arrangements, Community Involvement, School Closure

Business Arrangements

Contracted Services

Richard McKenna Charter school will contract services as needed such as technical support, auditing, architectural services, networking, testing, proctoring, and financial accounting.

Lease/Purchase Documentation

Richard McKenna Charter School will provide complete documentation for any lease or purchase of facilities.

School Closure

In case of termination, RMCS will follow the procedures found in Idaho code 33-5212.

The President of the Board of Directors will be responsible for the dissolution of Richard McKenna Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors. The board will also follow the Public Charter School Commission's school closure protocol.

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a Board member or the Administrator. The designee will work under the direction of the Chairperson and will coordinate the dissolution of the school. The designee will arrange for a final independent fiscal audit, and for the sale of assets and will use the proceeds to pay creditors.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code 33-5212.

Student/Employee Records

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

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

Appendix A: Montessori K-8 Program

Montessori concept: focus on self-directed activity

The Montessori philosophy originates in the teachings of Maria Montessori, who focused on the development of the human individual through all stages of childhood. Montessori focused on the role of childhood in the formation of adults; she is a formidable progenitor of so much of today's thought concerning early childhood education. For Montessori, education is considered integral to the development of the child.

The Montessori method

As an educational method, Montessori teaching focuses on the child's experience, characterized by a focus on self-directed activity, where the teacher's role is more observational than what might be considered traditional or typical. The teacher is sometimes called a guide in the Montessori philosophy. In Montessori education, the environment is adapted to the child and his or her development. Seat work is downplayed in favor of physical activity and interaction.

Montessori Kindergarten Overview

At the core of the Montessori approach to education is the curriculum for the 6 year-old child. This program is attended by the largest number of children and is the starting place and mainstay of Montessori education worldwide.

Developmentally, the young child is curious about everything and needs to explore and discover. Our kindergarten learning environment is designed to encourage each child to move, touch and manipulate. Each child has the freedom to work independently, based on their own initiatives with respectful guidance from their teacher.

Montessori learning environments are inviting, attractive spaces with an intriguing array of learning materials, books, plants, animals, art and music materials and nature activities. The environment contains specially designed, hands-on materials that invite children to engage in learning activities of their own individual choice. Children in a Montessori classroom learn by making discoveries, a process that helps to cultivate concentration, motivation, self-discipline, and a love of learning.

Learning Environment

Our classrooms are prepared with the child, and only the child, in mind. The physical space and routines are designed to maximize independent learning and exploration. Objects are placed so children can reach what they need, without having to wait for adult help.

Dr Montessori noticed that children learn less from listening to an adult talk, and more from direct experience with objects in their environment. Children have a deep urge to need to manipulate and explore. Montessori developed learning materials to stimulate the child into discovery. Each Montessori material is simple and carefully designed to appeal to the child at this stage of development. The prepared environment focuses on the child and in this space, only things that will assist the child's development and encourage spontaneous activity will be present.

Montessori Curriculum

The daily practice of Montessori philosophy is made possible by a clearly defined Montessori curriculum. The Montessori curriculum includes practical life, sensorial activities, language, mathematics, botany, geography, art, music, drama, and environmental studies.

A Brief Overview of Elementary Montessori

Montessori Elementary is a program that grows out of respect for the mind of a rapidly developing child. No longer content to have physical independence (achieved in the kindergarten class), the child now strives for intellectual independence. This is a time of insatiable curiosity and excitement for learning.

The World as a Classroom

Children in the 6-12 age group are starting to realize that the world is an enormous, interesting place. They are primed to study continents, cultures, scientific concepts, and great literature. The world becomes their classroom.

The carefully developed elementary curriculum guides the child through identifying, classifying, and researching all of the fascinating concepts in each chosen field of study. The areas of practical life, language, math, geometry, botany, zoology, geography, and history are all represented in the classroom, with materials that lead the child to abstraction of the fundamental concepts in each area.

Montessori Elementary Classroom

PRACTICAL LIFE AND LANGUAGE

Practical life, which was a separate area in the 3-6 classroom, is now integrated with the day-to-day care of the classroom and its inhabitants. Tasks may include preparation of snack and daily meals and watering of plants and care of animals. Elementary children dust the shelves, organize and straighten the materials, sweep and vacuum, and keep the classroom neat and clean.

The language area includes a comprehensive spelling curriculum, word study (including antonyms, synonyms, homonyms, and compounds, as well as the parts of speech), creative writing, and research skills. Reading of every kind is highly encouraged, as children are introduced to poetry, folk tales, non-fiction, and classic literature. Children are also given many opportunities to read out loud - giving a presentation they have written, or dramatizing the work of another author.

MATH AND GEOMETRY

The math area begins with the Golden Bead material to teach beginning math concepts (place value, quantity/symbol association, and concrete addition, subtraction, multiplication, and division). The materials bring a "hands-on" quality to the classroom, with children learning through trial and error, self-discovery, and teaching from other children. The materials quickly move the child to an abstraction of math concepts, including problem solving, fractions, borrowing and carrying, graphing, measurement, long division, and algebraic equations.

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Geometry is a fascinating area of Montessori. Actual wooden shapes are used to master the terminology of all of the plane figures and solids. Matching cards are used to introduce types and positions of lines, types and positions of angles, and special characteristics of shapes. Experimentation with other materials leads children to their own discoveries of spatial relationships, including congruence, symmetry, and equivalency.

CULTURAL STUDIES

Botany and zoology encompass a wide field of biological study. Matching cards are used to learn the characteristics of many plants and animals, and charts aid in the classification of the plant and animal kingdoms. After this first knowledge is gained, children begin to research on their own, using their knowledge of specific plant and animal species.

Geography and history include the study of civilizations and countries. Wooden puzzle maps of each continent are studied, with children learning the names, flags, animals, cultures, and geographic features of each country. History begins with the study of time, including clocks, calendars, and timelines. As various fundamental needs of people (like shelter, transportation, food, and clothing) are explored, the children research and chart changes in these needs over time and across cultures.

KEEPING TRACK OF WORK

Children in an elementary classroom begin to keep a record of their work. This can take the form of a journal, a work plan, or chart. In some classrooms, the children draw up contracts where they agree to do certain work during a week or month. The child still has the freedom to choose their own work, as well as choosing to work with another child or in a group. Keeping track of their work helps them make good work choices, and lets the teacher see which presentations have been done and which are still needed.

Finding their place in the world

Maria Montessori summed up the 6-9 classroom thusly: "The elementary child has reached a new level of development. Before he was interested in things: working with his hands, learning their names. Now he is interested mainly in the how and why...the problem of cause and effect." It is now the job of the elementary teacher to provide the child with the materials and information to discover the interconnectedness of the universe.

An elementary Montessori classroom is a warm community: a multi-age, stimulating environment with highly trained teachers and materials that invite exploration and research. Children learn to face challenges with confidence, and begin to find their own place in the world around them. (<http://www.montessoriforeveryone.com/> Articles&Interviews, "A Brief Overview of Elementary Montessori")

Research

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Appendix B: High School Courses

English

ENG 103 Elements of English I

Where: Online

Prerequisite: Permission from school administration and current IEP.

Looking for a way to improve your reading and writing skills? Here it is! With an emphasis on reading, this course is designed to help students build a foundation and develop strategies for reading and writing. Using phonetics, identifying context clues, and understanding some of the rules of grammar, students can get a better handle on their reading and writing. With interesting readings and engaging activities, students will walk away from this course feeling capable and empowered to move on to the next level of English mastery.

ENG 105 Elements of English II

Where: Online

Prerequisite: Elements of English I

Literary themes, revising and editing, and text organizers—oh my! With all the rules, vocabulary, and skills needed, English is rather intimidating for anyone. This course is designed to empower students with the skills and strategies necessary to succeed in English. Students build upon the foundations of reading and sentence writing by learning how to construct paragraphs. Interesting readings and engaging multimedia bring this course to life, preparing students for their next exciting level of English mastery.

ENG 110 English 9 A

Where: Online

Prerequisite: None

English 9 A will lead students through an exploration of three fiction genres: the short story, the novel, and the play. Each unit of study will focus on key elements of fiction. Students will also write a critical essay relating to one of the short stories they read. Focus will be given to all aspects of the writing process including prewriting, outlining, and revision.

ENG 111 English 9 B

Where: Online

Prerequisite: None

ENG 115 Literature 9 A--Film as Literature

Where: Onsite

Prerequisite: None

Reading in the Dark: The Motion Picture as Literature

In this course, we shall study motion pictures as a genre of literature. We shall explore a brief history of the art form, and study the different devices that film makers employ to tell a story, develop a plot, and pursue universal and specific themes.

Primary Text:

Documentaries, Short Films, Feature Films (This course is a pre-requisite for those students wishing to enroll in the course entitled "Video Production".)

This course will satisfy the requirements for Language Arts or Humanities

ENG 116 Literature 9 B--Non-Fiction

Where: Onsite

Prerequisite: None

In this course we will delve into the world of nonfiction to determine how it is written, if it is effective in achieving its purpose, and if argumentative, whether it successfully refutes a counter argument. We shall also research further into the topic at hand, discuss--debate in Socratic Seminar, and write a rebuttal and/or an addendum based on our research and discussion.

Primary Text:

Texts will vary in this course from short essays, original sources, documentary films and speeches, to longer, self-contained works of nonfiction by various authors.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit.

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ENG 210 English 10 A

Where: Online

Prerequisite: English 9

English 10 A will focus on the art of rhetoric and reading, writing, speaking and listening. Students will learn about the history of Greek drama as they study Sophocles' famed play *Antigone*. Students will learn about the art of persuasive speaking, as well as how to write an I-Search paper using MLA format. Grammar and vocabulary lessons will be part of each week's requirements.

ENG 211 English 10 B

Where: Online

Prerequisite: English 9

English 10 B will focus on two very important texts: Shakespeare's outstanding tragedy *Hamlet*, and William Golding's acclaimed novel *Lord of the Flies*. Both units will focus on the role of individual conscience and the potential for corruption. Student's will write critically and creatively and continue to study grammar and vocabulary.

ENG 215 Literature 10 A--Poetry

Where: Onsite

Prerequisite: None

Poetry: The Best Words in their Best Order

Course-work will include, but not be limited to, the study of the "parts and pieces" of poetry, that when combined, produce both sound and sense. The emphasis of this course will be on how one can learn to read, question, appreciate, and connect with poetry on both a scholarly and a personal level.

Primary Text:

Various poems and photocopied handouts

This course will satisfy the requirements for either a Language Arts credit, or an Elective credit.

ENG 216 Literature 10 B--The Short Story

Where: Onsite

Prerequisite: None

The Short Story: Big Things in Small Packages

In this course, we shall discover how to question, glean meaning from, and deepen our appreciation of story writing through close study of an eclectic assortment of short stories.

Course-work will include, but not be limited to, the study of the short story as a literary genre, the

effective keeping of a notebook, and the art of meaningful participation in a Socratic Seminar setting.

Primary Text:

Various Short Stories

This course is a good "entry point" for students that have not had extensive experience in close-reading and critical thinking, but is also challenging enough to satisfy even the most experienced reader. It will satisfy the requirements for either a Language Arts credit, or an Elective credit.

ENG 310 English 11 A

Where: Online

Prerequisite: English 10

This course has been organized with the attempt to provide an accurate study of the American experience what it has been, what it is, and what it may become.

English 11 A American Literature will:

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

Students in English 11 A American Literature will:

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

ENG 311 English 11 B

Where: Online

Prerequisite: English 10

This course has been organized with the attempt to provide an accurate study of the American

Richard McKenna Charter School High School Courses

experience what it has been, what it is, and what it may become.

English 11 B American Literature will:

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

Students in English 11 B American Literature will:

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

ENG 315 Literature 11 A--The Novel

Where: Onsite

Prerequisite: None

In this course we will study a novel in great depth. We will look, not only for literary value, but for the novel's social, historical, and psychological importance. Students will be afforded ample opportunity to learn the skills involved in using one's mind well and communicating one's thoughts clearly and effectively.

Primary Text:

The selection of a novel to study in this course will vary, depending upon the age and skill level of the student group. Possible novels will range from the classics in our culture to contemporary pieces that deal with themes that are universal to the nature of man.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit. In some instances, depending upon the novel selected, this course might meet the requirements for a credit in Humanities as well.

ENG 316 Literature 11 B--Shakespeare

Where: Onsite

Prerequisite: None

In this course we will explore a major Shakespearean play, line by line, and at times word by word. In addition to studying the play itself in depth, we shall also read and discuss ancillary texts to discover meaning both in the Elizabethan age and in our own time.

Primary Text:

The play in parallel text, ancillary sources, video productions.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective credit, OR an Humanities credit.

ENG 410 English 12 A

Where: Online

Prerequisite: English 11

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

Classic Literature

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

English Romantic Poetry

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

Lifetime Literacy

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

Writing

- Miscellaneous writing projects about literature selections

Contemporary Literature

- Modern Poetry
- *12 Angry Men*

ENG 411 English 12 B

Where: Online

Prerequisite: English 11

Richard McKenna Charter School High School Courses

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

Classic Literature

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

English Romantic Poetry

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

Lifetime Literacy

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

Writing

- Miscellaneous writing projects about literature selections

Contemporary Literature

- Modern Poetry
- *12 Angry Men*

ENG 412 Creative Writing

Where: Online

Prerequisite: Two RMCHS Online English courses with at least a B grade in each course. Elements of English I and II require a B grade and a teacher recommendation.

In Creative Writing students will write in a variety of creative formats including poetry, personal narrative, descriptive essay and short story. Throughout the course students will explore creative genres through reading and group discussions. Emphasis will be placed on participation in the group Online workshop where students will discover ways to add to and revise their creative pieces. The course will also include publication on the class blog.

ENG 414 Speech

Where: Online and Onsite

Prerequisite: English 10

Study the basic forms of communication and gain understanding of the ways speaking, viewing and listening can improve your personal communication techniques.

ENG 415 Literature 12 A--Primary Research

Where: Onsite

Prerequisite: None

We, in the Onsite program of Richard McKenna Charter High School, have a unique opportunity to conduct original research. Our building houses an archive containing the literary and personal effects of Harper Prize, Nebula Award, and Screenwriter's Guild Award winning Mountain Home author, Richard McKenna. Consequently, our students can add to their skills in research and writing, while enlarging and illuminating the content of our collection. Students in this course will learn the skills involved in professional primary research in literature, history, geography, and biography.

An alternate course in this section involves primary research using Mountain Home and the surrounding communities as a laboratory to compile multi-media presentations in history, sociology, process analysis, etc. for publication.

Primary Text:

The McKenna Archive and/or Mountain Home and the surrounding communities

This course will satisfy the requirements for a credit in Language Arts, OR Humanities, OR an Elective.

ENG 416 Literature 12 B--Special Topics in Literature

Where: Onsite

Prerequisite: None

This course will allow us to connect with literature that is often overlooked in a more traditional curriculum, but is important to our overall understanding of who we are and where we stand in the family of man. We might, for example, research, discuss, and write about food in different regions of America before the advent of the interstate highway system, the place of salt in human culture over time, or explore local cultures and/or ethnic groups through diaries, journals, news articles, and interviews. The directions in which this course might take us are as varied as the points on our social compass.

Primary Text:

Resources for this course will vary depending upon need and availability.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective, OR (depending upon the topic at hand) an Humanities.

Richard McKenna Charter School High School Courses

Health Education

HPE 112 Personal Fitness

Where: Online

Prerequisite: None

This class helps you to self evaluate your levels of fitness in 5 basic fitness components: physical, social, mental & emotional, and spiritual fitness. This personal fitness class will help lead you to the road of a better and healthier lifestyle, while giving you useful information that will enable you to make decisions as to how you will accomplish and keep that healthier lifestyle. Topics to be covered include: nutrition, stress management, exercising, and how to enhance your physical awareness.

HPE 120 Health & Personal Wellness

Where: Online

Prerequisite: None

Health is a nine week course in which students will study the wellness concept and social issues confronting young men and women. This course is designed to help students develop the knowledge, skills, and attitudes that will benefit them throughout their lives. The content contained in this course is designed to cover the five main areas of health. These include physical health, mental health, emotional health, social health, and spiritual health.

The course is divided into three blocks of instructional content: Mental and Emotional Wellness, Physical Wellness, and Risk Awareness and Prevention. Each block contains content, which centers around the five Idaho Achievement Standards for Health Education.

Humanities: Visual Arts

ART 110 Art history

Where: Online and Onsite

Prerequisite: None

This course is an overview of the world's greatest paintings, sculptures, and architecture. We will be studying different art periods and styles, along with famous works of art* and artists, especially painters. We will also learn how to look at art by examining the elements of art and the principles of design and composition. In studying about the history of art, we will also examine the history "in" art, as many works

of art are a great source of historical information. Students will also view three motion pictures about artists and a few documentaries. Those taking this course will be doing a final project that will allow them to choose, in their opinion, the world's greatest artists and works of art.

** Students may be exposed to a few works of art that show the nude human form, but these are classic works of art that are normally found in art books and public galleries and are not generally considered offensive.*

ART 112 Architecture

Where: Onsite

Prerequisite: None

MUS 110 Music Appreciation

Where: Online

Prerequisite: None

This course is an overview of different kinds of music. We will study music periods and styles along with famous musical works and composers. Although emphasis will be given to what is termed "classical" music, the course also examines music from different cultures as well as American popular music. This course is designed to help students develop an understanding of the basic elements of music, an appreciation for great musical works and composers, and the behaviors of an active and informed listener.

MUS 210 Music History

Where: Onsite

Prerequisite: None

In this course we consider various musical genres and their history. A number of historical films are used as well as written information. Students gain an appreciation for music by listening to a variety of styles and by examining the poetry and history in the lyrics. We usually try to put on a short musical performance for the school as a climax.

Humanities: World Languages

SPN 110 Spanish I A

Where: Online

Prerequisite: None

This is a beginning Spanish course. By the end of the semester students will be able to answer and ask simple questions pertaining to greetings, leave

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taking, family, counting and telling time, colors, how to express likes and dislikes, are also important concepts to be accomplished.

Students will also experience some cultural aspects of many of the Spanish speaking world.

SPN 111 Spanish I B

Where: Online

Prerequisite: Spanish I A with at least a C grade

This is a continuation of Spanish 1A. You must have passed with a "C" grade or better to enroll in this course.

Some of the material you will learn:

- South American culture and customs
- Stem changing verbs - also known as "shoe" verbs
- The present progressive of verbs
- Reflexive verbs
- Begin using the past tense of verbs

SPN 210 Spanish II A

Where: Online

Prerequisite: Spanish I B with a C grade or better

SPN 211 Spanish II B

Where: Spanish II B with a C grade or better

Prerequisite: None

Mathematics

MAT 104 Math Review A

Where: Online and Onsite

Prerequisite: ISAT Basic Proficiency or below

In Math Review A we will cover the following areas:

- Place Values
- Comparing and Ordering Numbers
- Addition
- Subtraction
- Rounding and Estimating
- Multiplication
- Relationship of Multiplication and Division
- Division
- Computation
- Fractions
- Fractions and Decimals
- Decimals

MAT 105 Math Review B

Where: Online and Onsite

Prerequisite: ISAT Basic Proficiency or below

In this course, we will cover the following topics:

- Fractions, Decimals, and Percent
- Percent
- Measurement - Time
- Measurement - Metric System
- Measurement - Mass
- Measurement - Length
- Measurement - Volume
- Measurement - Temperature
- Consumer Math
- Perimeter and Circumference
- Area
- Surface Area
- Volume
- Geometric Properties
- Expressions
- Statistics
- Negative and Positive Numbers

MAT 106 Pre-Algebra A

Where: Online and Onsite

Prerequisite: Math Review B with a C grade or better

In the first semester of Pre Algebra, students will form a firm foundation of numerical concepts that will flow through the rest of their math courses.

Students will use reading, comprehension, and computation skills to master the following concepts:

- Number Sense and Symbols
- Solving Equations with one and two steps
- Arithmetic Properties
- Adding, Subtracting, Multiplying, and Dividing Integers
- Fractions and Mixed Numbers
- Decimals and Estimating
- Ratios, Proportions, and Percents
- Solving Story Problems

MAT 107 Pre-Algebra B

Where: Online and Onsite

Prerequisite: Pre-Algebra A with a C grade or better

This course prepares students for Algebra. It introduces math sentences and rules that will be applied throughout the rest of the math sequence. Pre-Algebra B includes:

- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Working with Square Roots
- Introduction to Graphing

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- Using Functions
- Polynomials
- Informal Geometry (Perimeter, Area, and Volume)
- Measurement (Weight, Capacity, and Time)

MAT 110 Algebra 1 A

Where: Online and Onsite

Prerequisite: Pre-Algebra B with a C grade or better

This course includes video lessons and interactive practice.

This course covers the following topics:

- Commutative and Associative Properties
- Order of Operations and Absolute Value
- Solving for an Unknown with One Variable
- Distributive Property
- Number Line and Cartesian Coordinates
- Graphing a Line
- Slope-Intercept Formula
- Graphing a Line from Slope-Intercept Formula
- Graphing Parallel Lines and the Standard Equation of a Line
- Graphing Perpendicular Lines
- Finding the Slope-Intercept Formula with Different Givens
- Graphing Inequalities
- Solving Simultaneous Equations by Graphing
- Solving simultaneous Equations by Substitution
- Solving Simultaneous Equations by Elimination
- Coin Problems
- Consecutive Integers

MAT 111 Algebra 1 B

Where: Online and Onsite

Prerequisite: Algebra 1 A with a C grade or better

This course includes video lessons and interactive practice.

This course is a continuation of Algebra 1A

Assignments in the last two lessons require graphing.

You will need access to a fax machine or have the ability to scan papers into your computer and attach them to the assignment.

This course covers the following topics:

- Multiplication and Division with Exponents
- Negative Exponents and Raising Exponents to a Power
- Addition and Multiplication of Polynomials
- Factoring Polynomials
- Factoring Trinomials with Coefficients
- Factoring Trinomials with Negative Numbers
- Square Roots and Dividing Polynomials

- Difference of Two Squares and Oriental Squares
- Repeated Factoring of Polynomials
- Solving Equations with Factoring
- Unit Multipliers
- Square Unit Multipliers
- Metric Conversions
- Fractional Exponents
- Significant Digits and Scientific Notation
- Bases Other Than Ten
- Graphing a Circle and an Ellipse
- Graphing a Parabola and a Hyperbola

MAT 210 Geometry A

Where: Online and Onsite

Prerequisite: Algebra 1 B with a C grade or better

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

MAT 211 Geometry B

Where: Online and Onsite

Prerequisite: Geometry A with a C grade or better

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

Occupational/Technical Education

OCP 410 Workplace Readiness

Where: Onsite

Prerequisite: Senior Status

Students will gather information to create a personal data sheet and use this to practice filling out job applications. They will create a resume with a reference page, practice writing cover and thank you

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letters. They will prepare and participate in mock job interviews. They will visit the campus of The College of Southern Idaho where students will take the Compass entrance test. They will explore and discuss the benefits of higher education, and the different levels including the technical certificate, associate, bachelor, master and doctorate degrees.

Career choice and preparation will be explored.

This course counts as an elective credit.

OCP 411 Workplace Experience

Where: Onsite

Prerequisite: None

Students may earn credit for their work experience outside the regular school day and school classroom. The student is required to complete a job application, cover letter, resume, reference page and thank you letter and submit them to the teacher. The student is required to write a detailed journal about their work hours. After the student turns in and receives a passing grade on the documents and turns in their detailed journal (for at least 90 hours of work experience) they will be granted credit for the course.

This course counts as an elective credit.

OCP 412 Senior Project

Where: Onsite and Online

Prerequisite: Senior Status

Senior Project is a course designed to give learners support in the process of completing their Senior Project graduation requirement and preparing for the Senior Project presentation. The course will address these components: written paper, job shadow experience, and presentation. As your instructor, I will help you develop skills in the areas of choosing a topic, organizing, interviewing, researching, managing time, meeting deadlines, writing, using technology, and presenting information. I will do my best to encourage you and support your efforts. I am committed to working with students who want to produce a quality Senior Project.

Components of the Senior Project

Your project will be a career-related project. You will choose a career that interests you and investigate it by working in the field with someone who is currently employed in the area. You will produce a research paper and presentation related to the chosen career.

TEC 110 Introduction to Engineering

Where: Onsite

Prerequisite: None

While not all students will go into engineering fields, all students will have jobs where they must solve problems. Engineers are professional problem solvers, and we will explore this field as we study what engineers do and how they approach problems. Students will learn to measure with extreme precision (down to 1/10,000 of an inch), Design their ideas on professional 3D modeling software, and see their designs come to life in our own 3D printer.

TEC 112 Introduction to Architectural Design

Where: Onsite

Prerequisite: None

In this class, students will explore the art and science that goes into the design of the buildings we live and work in. Students will explore both residential and commercial building designs, learn a bit about what goes into a building from idea to construction, and even design their dream home using professional 3D architectural software.

TEC 114 Introduction to Robotic Design

Where: Onsite

Prerequisite: None

Students will explore the world of robotics. They will learn about the mechanics, the programming, and how it all comes together to help us in our everyday lives. Students will be using their new skills to create competitive robots to battle head to head against other student's designs.

TEC 116 Power, Energy, and Transportation Technology

Where: Onsite

Prerequisite: None

Students will explore the technologies that we interact with everyday. We will learn about some of the history of where we get our energy and how we get around, what powers our world today, and what the power, energy, and transportation in our world will look like tomorrow.

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TEC 118 Alternative Energy

Where: Onsite

Prerequisite: None

In this course you will learn about why alternative/renewable energy has become such a popular choice for new energy production. You will learn what makes an energy source renewable and what kinds of energy production are considered alternative. You will learn about what forces (societal, political and environmental) are driving us toward increased use of alternative energy. This class will give you an opportunity to construct a solar powered car and a solar oven. You will also work with wind turbine Online activities to learn about the variables that go into the production of wind energy.

TEC 210 Principles of Engineering

Where: Onsite

Prerequisite: Introduction to Engineering

For students who have completed Introduction to Engineering, we will further explore the world of engineering. We will dig deeper, looking more into the physics and application of engineering.

TEC 211 Engineering and 3D Modeling

Where: Onsite

Prerequisite: None

Similar to Introduction to Engineering, but with a stronger focus on the 3D CAD (Computer Aided Drafting) program *SolidWorks*. Students will become proficient with the 3D modeling software, and even have more opportunities to use our 3D printer to be able to hold their designs in their hands.

TEC 212 Video Game Design

Where: Onsite

Prerequisite: None

Most all students have played them, but how many have really stopped and wondered what went into making them? In here, we will explore the video game industry, learn some basic programming concepts, and even work in teams to create their own video game, from the idea all the way to the packaging and production.

TEC 220 Manufacturing Technology

Where: Onsite

Prerequisite: None

Students will explore how things in our world are made. Almost everything you buy from the stores

today is manufactured, but what exactly does it take to make the world around us?

TEC 314 Advanced Robotic Design

Where: Onsite

Prerequisite: Introduction to Robotic Design

For students who have already taken Introduction to Robotic Design, we will further explore the field of robotics. With a stronger emphasis on the robotic programming, we will continue designing and building to achieve different goals set out for the students.

Science

SCI 110 Physical Science A

Where: Online

Prerequisite: None

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The first semester will cover chemistry and the second semester will cover physics.

SCI 111 Physical Science B

Where: Online

Prerequisite: None

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The previous semester covered chemistry and this semester will cover physics.

SCI 112 Earth Science A

Where: Online

Prerequisite: None

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The Earth Science A course will cover many of the foundations of science and the Earth's lithosphere. The foundations of science introduce concepts like the scientific method, science, technology, scientific measurement, experiment, and a quick overview of matter and energy. The Earth's lithosphere will address concepts such as the Earth's interior, plate tectonics, Earthquakes, volcanoes, minerals, rocks, weathering, erosion, soil, and geological history.

SCI 113 Earth Science B

Where: Online

Prerequisite: None

The Earth Science B course will go over the Earth's hydrosphere, atmosphere, biosphere, and exosphere.

The hydrosphere section is about the natural states of matter, water cycle, oceanography, fresh water, and pollution of the hydrosphere.

The atmosphere section discusses composition, insolation, temperature, pressure, humidity, clouds, precipitation, wind, air masses, storms, acid rain, and ozone depletion.

The biosphere will be covered lightly as this would be a review of biology or life science.

The exosphere deals with the Earth and its place in the solar system, and universe.

SCI 114 Astronomy

Where: Onsite

Prerequisite: None

In this course you will learn about the cosmos, our galaxy, our solar system and the possibility of life on other worlds. You will learn why you really are made of "star-stuff"

SCI 116 Geology

Where: Onsite

Prerequisite: None

In this course you will learn the principles of geology. The course will investigate minerals, rocks and the processes that form them. In addition, you will learn about plate tectonics, volcanism and the interior structure of our planet. You will read a book about the man who first tackled a scientific understanding of how seashells could possibly be found high atop mountains and how in answering this question he was first to describe three of the most fundamental principles in geology.

SCI 210 Biology A

Where: Online

Prerequisite: None

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

SCI 211 Biology B

Where: Online

Prerequisite: None

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

SCI 212 Ecology

Where: Onsite

Prerequisite: None

In this course you will learn the fundamentals of ecology. The course will investigate plants, animals the interactions between them, habitats and how human activities impact them. You will read a book that is a fish story, a global whodunit, a courtroom drama, and a critically important ecological message all rolled into one. It is adventure on the high seas and in the courtroom and a tale of our dangerously over-fished oceans.

SCI 310 Chemistry A

Where: Online

Prerequisite: None

In this general chemistry course you will study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

Semester A topics:

Metric system, scientific method, properties of matter, the atom, periodic table, bonding, naming compounds and formulas.

SCI 311 Chemistry B

Where: Online

Prerequisite: None

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In this general chemistry course you will use interactive tutorials, simulations, and home-style labs to study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

Semester B topics:

Reactions, balancing, stoichiometry, pH, solutions, hydrocarbons, calorimetry, gas laws, and nuclear chemistry.

Social Studies

SOC 110 World History A

Where: Online and Onsite

Prerequisite: None

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people in two different types of formats. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

SOC 111 World History B

Where: Online and Onsite

Prerequisite: None

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

SOC 210 U.S. History 10 A

Where: Online and Onsite

Prerequisite: None

U.S. History 10A spans the time frame from 10,000 BC to 1789 AD. It includes major events such as the Paleo-Indian Migration, the voyage of Christopher Columbus, the settling of the English Colonies, and the American Revolution.

SOC 211 U.S. History 10 B

Where: Online and Onsite

Prerequisite: None

U.S. History 10 B spans the time from 1789 AD to 1877 AD. This course includes major events such as the electing of our first President, the buying and exploring of new territories, the mistreatment of Native Americans, and, finally, the causes and effects of the American Civil War.

SOC 230 World Cultures

Where: Onsite

Prerequisite: None

Through readings and class discussions, this course examines a number of various cultures from around the world, including Venezuela, Brazil, India, China, Japan, Iran, Australia, and Africa. We view a number of films from each of these areas to understand some of their history, religion, geography, government, architecture and arts.

SOC 240 World Geography

Where: Onsite

Prerequisite: None

In this course you will learn the countries of the world, about cultural difference in regions around the world, plan and research the international trip of your dreams and prepare a PowerPoint of your "imagined" trip. You will learn about population growth (and decline) in the countries around the world and the challenges it poses to a country and the planet. You will learn about food from around the world and have the opportunity to sample different ethnic foods.

SOC 310 U.S. History 11 A

Where: Online

Prerequisite: None

U.S. History 11 A begins with the Second Industrial Revolution and ends with World War II. Students will be required to read one book from this period. The

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text for this course is American Nation in the Modern Era Online.

This course is based on textbook readings and internet exploration to create a positive learning experience.

Reading, writing and historical exploration is emphasized.

Content Covered:

- Introduction to the course, expectations, the Industrial Revolution and Captains of Industry
- Book Report Assignment, American Labor Movement, and Unions
- Immigration and The Populist Movement
- America and the World, Imperialism and the Spanish American War, The Progressive Movement, Women's Suffrage, Prohibition and Child Labor
- The United States Enters World War I, The Home Front, The War's End and Aftermath
- The Turbulent Decade, The Red Scare, The Klan, African Americans Defend Themselves, Jazz Era and The Harlem Renaissance.
- The Great Depression and The New Deal.
- The Road to War, Attack on Pearl Harbor, World War II and The Atomic Bomb.

SOC 311 U.S. History 11 B

Where: Online

Prerequisite: None

Students will study Post World War II to the Present Era.

Students will be required to read one book from the Vietnam War periods and the text for this course is *American Nation in the Modern Era Online*.

Module 1: The Cold War

- Healing the Wounds of War
- The Cold War Begins
- The Cold War Turns Hot
- The Cold War at Home

Module 2: Society After World War II

- The Challenges of Peace
- The Affluent Society
- Voices of Dissent

Module 3: The New Frontier and the Great Society

- Kennedy and the Cold War
- The Kennedy White House
- Johnson's Great Society

Module 4: The Civil Rights Movement

- Freedom Now!

- Voting Rights
- Challenges for the Movement
- The Movement Continues

Module 5: Struggles for Change

- Women's Rights
- The Chicano Movement
- More Groups Mobilize
- A Cultural Revolution

Module 6: War in Vietnam

- Background to Conflict
- The War Escalates
- A Turning Point
- The War Ends

Module 7 : From Nixon to Carter

- The Nixon Years
- From Watergate to Ford
- Carter: The Outsider as President
- Life in the 1970s

Module 8: The Republican Revolution

- Reagan Comes to Power
- Reagan's Second Term
- Bush and Life in the 1990s

SOC 312 Economics

Where: Online and Onsite

Prerequisite: Junior Status

In Economics, we will investigate the complex world of decision making--mainly the decisions involved in allocating our scarce resources (time, money & possessions) and how to use them in the most efficient manner. We make many of these decisions each day in a variety of categories: consumer, saver, investor, worker, employer or government official. We will explore the complexities of foreign trade and the simplicities of a budget. With the study of Economics we will develop our "Real Life" skills--the skills to be a more conscientious consumer, a savvy investor, a smarter job seeker, and a more informed citizen of the world.

SOC 330 Comparative World Religions

Where: Onsite

Prerequisite: None

The purpose of this course is to allow students to inquire into who we are as members of the family of man based on what Huston Smith calls "our wisdom traditions". We shall look into the six major "religions" in the world: Buddhism, Hinduism, Confucianism-

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Taoism, Judaism, Christianity, and Islam. We shall do so, not to discover and dwell upon those dogmatic differences that separate us from each other, but to gain insight into those basic tenets we hold in common and to clear up misunderstandings that we might have about each other.

Primary Text:

Huston Smith's, *World Religions*, and John Renard's, *The Handy Religion Answer Book*, Documentary Films, and Guest Speakers.

SOC 410 U.S. Government A

Where: Online and Onsite

Prerequisite: Senior Status

U.S. Government A is the study of the structures, processes, and issues of national, state and local government. The goal of this class is informed, responsible participation in political life by competent citizens committed to the fundamental

values and principles upon which our American society is based. In the end, a free society must rely on the knowledge, skills, and virtue of its citizenry and elected officials. Knowledge is essential to the preservation and improvement of representative government.

SOC 411 U.S. Government B

Where: Online and Onsite

Prerequisite: Senior Status

U.S. Government B concentrates on the role of the individual citizen as a participant in government. The student will examine his/her own core values and establish criteria by which he/she will be able to make responsible judgments as a citizen. A 15 hour service project, planned and carried out by the student, will be the culminating activity of the course.

Appendix C: Student Handbooks

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Richard McKenna Charter High School

Onsite Student Handbook



Overview

Richard McKenna Charter High School is an accredited, nontraditional, public high school. Richard McKenna offers high school courses through an Onsite school program which serves around fifteen students per teacher in Mountain Home, Idaho, and an Online program that serves several hundred students throughout the state of Idaho; all of these courses lead to a high school diploma.

Richard McKenna Charter High School's Onsite Program is patterned after the work-place and is a school of choice. Scholars apply to attend McKenna because they have made a conscious commitment to do so and are allowed to remain in our classroom section only so long as they are committed to active participation, as equal partners, in their own education. If a student does not continuously re-earn the privilege of working in our classroom section, that student will be released and may either enroll in our Online program or seek his/her education elsewhere.

Our rules and policies are those of any job-site in business or industry. Here, education is our "job". We come to work each day to build an important product that must last through many years of our collective future -- an educated and skilled spouse, parent, or citizen. This is one of the most important jobs we shall ever have in our life; we take our work seriously and do it with pride.

Entrance Requirements

All students who attend the Onsite Program must have completed the 8th grade and pre-algebra, and be younger than 21 years old.

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.

Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

Rules and Behavior

Richard McKenna Charter High School has four simple rules built upon industry standards. They are:

- Show Up
- Show Up Early
- Work Hard
- Be Respectful

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SHOW UP means that we have no excused absences. While we do understand that students sometimes have legitimate reasons for missing work, the fact remains that they are not in attendance and so miss that valuable opportunity to work with a teacher and team-mates and to learn.

Our six-week block schedule passes by so quickly that every minute in class is important and the opportunity to “make up work” does not exist. Consequently, we demand that students attend 100% of the time. If a student, for whatever reason, fails to attend at least 90% of the scheduled time, that student will automatically lose the credit for the course that he or she is working on, but may petition the staff for reinstatement of that credit if he or she wishes.

If a student exhibits a habit of absenteeism, he or she will lose his or her seat in the classroom section of our program until such time as it can be proven that the problem has been successfully overcome.

If a student must miss work for an appointment with a doctor, lawyer, etc. . . , the student must secure a note, written on prescription pad or letterhead stationery by the official or his/her receptionist or assistant, specifying the reason for the visit and the time of the students’ arrival and department. The student must then present the note to our administrative assistant upon returning to school.

SHOW UP EARLY means that a student must be early for every class. This allows a student to be physically, mentally, and professionally ready to work when “company time” begins. If a student is even one second late, he or she will be marked tardy and will lose that hour of attendance. If a student is marked tardy twice in one three-week session, that student will be placed in a strict probationary status for lack of punctuality. Chronic abuse of this rule will result in the student being dismissed from the classroom section of our program.

If a student is even one second late, he or she must sign in at our office, stating the reason for the tardiness, and said student will lose that hour of attendance.

WORK HARD means that a student must remain on task 100% of the time. If a student is found to be wasting valuable time, he or she will be marked off task for the hour. We also do not accept partial, or in any other way, incomplete assignments.

As with the “Show Up Early” rule, if a student is found to be off task twice during the three-week session, that student will be placed on a strict probation. Students at RMCHS work harder than they have ever worked before; the importance of the product we are producing calls for nothing less. Chronic abuse of this rule will result in the student being dismissed from our classroom section of our program.

BE RESPECTFUL means that any verbal, written, or physical abuse of others or other’s property will result in the student, or students, involved being immediately dismissed from the classroom section of our program, and he, she, or they may never come back. Consequently, this is a very safe place to go to school and we will take whatever steps we deem necessary to keep it that way.

Discipline

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

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

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student

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would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Workplace Behaviors and the Five Habits of Mind

In addition to the four simple rules, industry and higher education demand that employees and students practice certain behaviors for continued employment or academic success. We, at Richard McKenna Charter High School, believe so strongly in these behaviors that we devote time at the beginning of each day for our students to do nothing but memorize and review them. A list of these behaviors can be found in the Appendix at the end of the handbook.

Enrollment Options

If a student is dismissed from the Onsite Program at Richard McKenna Charter High School, they may transfer to the Online Program.

These rules are the cornerstone of success, both here at Richard McKenna and in the life that comes after. We wish it to be abundantly clear that we strictly enforce these rules because the product we are working to create is so important that we cannot and will not allow any half measures.

Policies

Earning Course Credit

Richard McKenna Charter High School scholars work on one course, with one teacher, for all six hours of the day, for fifteen days. At the end of those fifteen days the scholar will have received ninety contact hours with the instructor. If a scholar has met our attendance requirements, adhered to our rules and policies, successfully completed the course work, and passed all with a 70% or above, he/she will be awarded credit for the course. If not, then said student must repeat that course at a later date.

If a student fails to pass a course with a mark of 70% or better, he or she may not attend the next six-week session, but must sit out and re-apply for attendance in the next session.

As always, a student may enroll in our Online Program for the time he or she is not enrolled in the Onsite Program.

Absent or Tardy Notification

If a student knows that he or she will be late for, or absent from work, that student MUST telephone the office between 7:30 and 8:00 AM, and MUST speak to an office staff member. Leaving a voicemail alone, without speaking to a staff member, is NOT acceptable. We require that the student call in person, not a parent or guardian. This shows a large degree of maturity, professionalism, and respect, and will go a long way in the estimation of the Credit Reinstatement Committee should the absence or tardy result in the loss of credit for the course or in dismissal from the classroom section of our program (see Credit Reinstatement Policy).

Most importantly, we want the students to call in so that we will know that they are safe. The telephone number to call is 580-2449, option 1. Failure to call in is considered unprofessional and disrespectful, and could result in the student being placed on a probationary status. Chronic abuse of this policy will result in the student being dismissed from the Onsite Program.

Credit Reinstatement

If a student's attendance drops below 90% due to absences, tardiness, or time off task, and that student wishes to have the resulting lost credit reinstated, it is his or her responsibility to petition the staff for reinstatement of that credit. The forms for this petition can be found in the office. Completed forms must be turned in to the office by the final Wednesday of the session.

The staff will consider the completed petition forms at their regularly scheduled meeting at the end of that day and will meet with the petitioning student after school on the final Friday of the block to discuss the reasons for the loss of credit, whether it can be reinstated, and under what conditions.

Parents or guardians may attend these petition meetings if they wish, but their attendance is not required.

Cell Phones

The use of cellular phones, for any reason, is prohibited on the campus of Richard McKenna Charter High School. If a student does possess a cell phone, it MUST be turned off and kept out of sight at all times. If a cell phone is discovered by any staff member, said phone will be confiscated, taken to the office, and released ONLY to a designated parent or guardian, never back to the student. Remember, students are here to work on a product, not to be "in touch with friends and family"; that must be left to free time and done elsewhere.

Visitors

All visitors **must** sign in and out at our office. Just as our students are prohibited from visiting the campuses of other schools in Mountain Home (except on official business or by appointment), so are visitors prohibited from loitering on the grounds of our school. This, as with our other rules and

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policies, is to ensure the especial safety of our students, and as with our other rules and policies, we take it quite seriously.

Tobacco/Alcohol/Illegal Substance Use

IDAHO STATE LAW PROHIBITS THE USE OF TOBACCO PRODUCTS ON SCHOOL PROPERTY. Also, the area adjacent to our school is frequently patrolled by officers of the Mountain Home Police Department and students who are smoking illegally will be issued tickets. If a ticket is issued to one of our students, that student must notify his or her parents or guardians, by telephone, from our office immediately following the incident. Parent, or guardians, may also speak with the school's staff, concerning the violation, if they wish.

Any use of tobacco, alcohol and/or illegal substance use is prohibited. Any student found abusing these products will be investigated by law enforcement officials and will be suspended or expelled from the school, depending on the circumstances.

Field Trips

Field trips at Richard McKenna Charter High School are considered to be simply an extension of our campus to another location. Consequently, all rules and policies that apply at our home campus also apply during transportation to and from, and while on location at our field trip. The staff will give any special instruction specific to the trip just prior to our departure. Any violation of our rules and policies during our field trips will result in the student, or students involved being dismissed from the classroom portion of our program. Said students may then transfer to the on-line program, or may pursue their education elsewhere.

Computer Use

Richard McKenna Charter High School provides computers for student use in certain classes. These computers are to be treated professionally and with care, as are all resources at our school, and used only for projects authorized by the classroom teacher.

Misuse of school technology such as visiting unauthorized web sites, plagiarism, personal use or abuse of any kind, may result in the student or students involved losing the privilege of remaining in our classroom program. Your classroom teacher may add instruction and/or restrictions to computer use on a class-by-class basis.

Home Work

We expect all of our scholars to sacrifice such time as needed to fully grasp the subject matter and skills embodied in each course they take. We work to the job, not the clock. The product we are working on simply cannot be properly built in a six-hour workday. Each and every student knows his or her shortcomings and what work needs to be done each night to overcome those weaknesses. In some cases, that might involve extra reading or writing; in some cases calculation or research.

We believe, above all else, that education takes self-discipline, self-sacrifice, and time for quiet contemplation. Just as an athlete must run, and re-run, a play until it becomes second nature, so must

a student practice academic skills. We expect then, that each of our students dedicate some out-of-class time every day, toward that end.

Plagiarism

Plagiarism, or copying and using information without providing the source, is a form of stealing and is not tolerated. First time violators are placed on probation. Repeated violations will result in suspension from the school.

Dress and Grooming Standards

In order to prepare our students for success in the world after Richard McKenna Charter High School, we have turned to business, industry, and higher education to help us formulate our rules and policies. Employers have told us that they are having an increasingly difficult time finding employees that will show up consistently to work, show up early, work hard during the time for which they are being paid, and who are respectful to people with whom they come in contact. We have, therefore, developed those four requirements into the basic rules of conduct at our school.

Employers have also asked that we address the subject of appropriate dress and appearance as an integral part of being professional and respectful in the job place. Our objective in establishing and enforcing our uniform dress code, as with all of our rules and policies, is to enable our students to learn and practice those things that will be expected of them in “the world of work”; to give them an opportunity to reflect their own sense of personal dignity and integrity, and to allow them to represent our school to the public in a positive light.

Shirts and Jackets

The official Richard McKenna Charter High School uniform shirt must be purchased (at our cost) from our office. Every student must buy at least one navy blue polo shirt with our logo. If students are interested in purchasing more than one shirt, we also have polo shirts available in blue, green, maroon, red, and black. Students may purchase as many shirts as they would like.

In cold weather conditions, students should consider “layering up” with an undershirt that must be tucked in to not show below their uniform shirt. A long-sleeved undershirt or turtle-neck, in white, black, or a color that matches the uniform shirt may be worn under uniform shirt with the turtle-neck showing above the uniform shirt collar and the long sleeves beneath the uniform shirt sleeves.

Students may also wear a plain-colored sweater or dressy sweatshirt in green, navy blue, tan, black, red or maroon over their uniform shirt. If a student wishes to purchase an “official” sweatshirt with the McKenna logo embroidered on the front, he or she will need to place an order through the office. A suit jacket, or sports jacket may also be worn over the uniform shirt, but it must be “formal looking” and is subject to the approval of staff members.

Trousers

RMCHS official trousers are available at D & B Supply (555 Air Base Road) and are the **only** trouser allowed to be worn as part of the uniform. Store employees will assist you in locating the correct

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pant. Trousers that are too tight or too baggy (as determined by the administration of our school), are unacceptable. A conservative belt must be worn with the trousers to keep the waist cinched up to the acceptable height.

Shoes and Footwear

Loafers, boots, conservative athletic shoes, sneakers, and leather deck shoes are acceptable. Open-toed shoes of any kind are unacceptable. Plain colored stockings/socks should also be worn.

Jewelry, Makeup, Perfume, and Cologne

Jewelry should be conservative and in good taste, with no body piercing allowed other than in the ears, and then must be limited to two piercings in each lobe. Makeup should be used sparingly and should be natural looking. Perfume and cologne is highly discouraged as many persons are allergic and so will be negatively affected even by a light usage in the workplace.

Hats and Head Covering

Unless worn because of religious mandates, hats and head coverings are not allowed to be worn in Richard McKenna Charter High School.

Hair

Hair must always be clean and neat. Any extreme in style and color, or hair that hangs down in one's face is unacceptable.

Nails

Fingernails should be trimmed and clean. Extremes in length or color are unacceptable.

Conclusion

If clothing and grooming fails to meet the standard, **as determined by the staff of Richard McKenna Charter High School**, the student will be sent home immediately and will be marked absent until the violation is corrected. Continued violation will result in probation or suspension from the Onsite Program.

A safe rule of thumb is, if you have a question as to if an item of clothing is acceptable, you probably shouldn't wear it.

Once again, this dress code is not arbitrary or punitive; it is taken directly from business and industry policies. We hope that in establishing and enforcing this policy we will help our students to be better prepared to succeed in life after our school. That is our objective in all that we do.

General Information

Student Fees and Supplies

Students enrolled in a course that requires the use of expendable material, such as painting or crafts courses, will be assessed a supply fee, but payment of this fee is not due until the student is actually enrolled in that particular course.

All students are responsible to furnish the following *required* supplies:

- A three-ringed binder (at least two inches wide)
- Loose-leaf paper
- A pencil with an eraser (we all make mistakes)
- A pen that writes either black or blue ink
- White-out

Students may have additional supplies if they wish, but ALL students must arrive each day with all of the items on the above list. Students who do not have the supplies on this list will be sent home to get them and will lose attendance hours for their time away.

Lunch Break

We do not have a hot lunch program at Richard McKenna Charter High School. However, we do have a microwave oven in each classroom and one refrigerator. Students are welcome to use these appliances, should they choose to bring lunches to school. Students are not required to stay on campus during the lunch break, but must be back in their seat and ready to resume work at 12:30. If a student does choose to eat lunch in our building, there is always a classroom left open for that purpose. This privilege will remain in place only so long as students conduct themselves maturely and professionally and leave the classrooms clean and tidy.

Parking

We have ample parking space, but request that staff and students reserve all of the parking in the front (east side) of our building for handicapped parking and for visitors to our school. We also ask that you leave the first four spaces (on either side at the front of our building) empty so that McKenna staff members may park there.

Building Cleanliness

One of the questions we hear most often from visitors is, "Is your school always this clean and orderly?" We take great pride in being able to respond, "Yes, it is." The staff and students use the last ten minutes of each day to vacuum, straighten up, and empty wastebaskets. The simple act of cleaning up shows that we respect our school, others, and ourselves, and enhances the reputation of our school as a place of quality.

Emergencies

Phone Calls

There are no public telephones at Richard McKenna Charter High School. If students wish to make a telephone call, they must do so on their own time and off of school property. The staff will take calls only from students' parents or guardians, and then FOR EMERGENCIES ONLY (forgetting lunch money, or scheduling rides to or from school, etc... are not considered emergencies). Students may not take, or make, telephone calls while at school.

Snow/Emergency School Closure

All school closures will be reported to KTVB Channel 7 News. Students are responsible for checking before coming to school. The news announcement will state whether school is closed for the day or just delayed. If school is reported as delayed, we will begin classes at 10:00 a.m. Students must call before 10:00 a.m. to check on status of opening.

Building Evacuation

An evacuation route map is posted next to the door in each room of our building; we require that all of our students and staff familiarize themselves with the proper evacuation route from that room. In the event of an emergency, an alarm will sound. We ask that evacuation be made maturely and professionally. Students must stay with the other members of their class, proceed to the rendezvous area, and wait until roll is taken, further instructions are given, and the student body is formally dismissed.

We realize that in the event of an actual evacuation, students will be tempted to take out their cell phones to call to inform their loved ones that they are safe. However, for safety reasons, we once again prohibit the use of cellular phones. A staff member has been designated to handle the responsibility of contacting family and loved ones. This is not simply a courtesy, but is enforced to prevent further complication of an already complex problem.

Schedules

Daily Class Schedule

Richard McKenna Charter High School students enroll in two classes a day for six weeks and receive 90 hours of instruction in each class.

This schedule allows the student and his or her team to concentrate on two courses at a time and learn skills and concepts embodied in that course in great depth. If a student has met our attendance requirements, adhered to our rules and policies, successfully completed all of the course work, and passed with a grade of 70% or above, he or she will be awarded academic credit for the course. If not, then the scholar must repeat that course at a later date.

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Daily Schedule

8:00 AM to 10:00 AM1st Morning Session

10:00 AM to 10:10 AM.....Morning Break (must remain on campus)

10:10 AM to 12:10 AM.....2nd Morning Session

Lunch

12:10 PM to 12:50 PM.....Lunch Break (Open Campus)

12:50 PM to 1:50 PMFirst Afternoon Session

1:50 PM to 2:00 PM.....Afternoon Break (must remain on campus)

2:00 PM to 3:00 PM.....Second Afternoon Session

3:00 PM.....End of School Day

Graduation Requirements

1. Earn 46 semester credits in the following areas:
 - 9 English (one of which must be speech)
 - 6 Math (two Algebra 1, two Geometry, and two Electives during the senior year)
 - 6 Science (four of which must be lab sciences)
 - 5 Social Studies (two U.S. History, two U.S. Government, and one Economics)
 - 2 Humanities
 - 1 Health
 - 17 Electives
2. Complete a senior project.
3. Take the ACT, SAT or Compass exam by the end of 11th grade.
4. Be proficient in Reading, Language, and Math on the 10th grade Spring Idaho Standard Achievement Test (ISAT).
5. Earn at least 6 credits through Richard McKenna Charter High School during the last semester of their senior year, regardless of the number of credits earned at other schools. (Exemptions require office approval.)

Transfer Credit: Richard McKenna Charter High School accepts credits transferred from any accredited school or university.

Graduation Ceremony

We, at Richard McKenna Charter High School, believe the commencement ceremony to be one of the most important rites of passage in American culture. Our scholars have sacrificed twelve years to gain the knowledge, skills, and habits that will allow them to transition to the world of adulthood.

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Our commencement ceremony should be celebrated with formality and dignity by all who have helped our graduates arrive at this point in their lives. It is, therefore, mandatory for all of Richard McKenna Charter High School, staff and students, to attend this occasion. Failure to attend without prior approval may result in disciplinary action.

School Staff

Richard McKenna Charter High School is a “staff run” school that is patterned after the workplace. Each staff member is here to help students learn, keep the rules, and develop positive behaviors. Each staff member is also empowered to enforce the rules, at his or her own discretion, should that prove necessary.

Larry Slade.....Director
Colette BundyRegistrar-Administrative Assistant-Receptionist
Kendra JefferyLanguage Arts, Humanities
Gig GrubbSocial Studies, Art
Todd Thorn.....Science/Social Studies
Jeff MonteroMath

Computer Acceptable Use Policy

Richard McKenna Charter High School recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, RMCHS encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of RMCHS.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, RMCHS adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on RMCHS-owned equipment.

RMCHS RIGHTS AND RESPONSIBILITIES

It is the policy of RMCHS to maintain an environment that promotes ethical and responsible conduct in all Online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, RMCHS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, RMCHS retains the following rights and recognizes the following obligations:

- To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To remove a user account on the network.

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- To monitor the use of Online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to RMCHS-owned equipment and, specifically, to exclude those who do not abide by RMCHS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. RMCHS reserves the right to restrict Online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing Online communications.

STAFF RESPONSIBILITIES

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment Online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the RMCHS.

Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

USER RESPONSIBILITIES

Use of the electronic media provided by RMCHS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

ACCEPTABLE USES

- All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of RMCHS.
- Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
- Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible via the network should be assumed to be private property.
- Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
- Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
- From time to time, the [Name of Organization] will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

UNACCEPTABLE USES

- Giving out personal information about another person, including home address and phone number, is strictly prohibited.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Excessive use of the network for personal business shall be cause for disciplinary action.
- Any use of the network for product advertisement or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Cyberbullying—Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors—are prohibited on the network.
- The unauthorized installation of any software, including shareware and freeware, for use on RMCHS computers is prohibited.
- Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
- The RMCHS network may not be used for downloading entertainment software or other files not related to the mission and objectives of RMCHS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of RMCHS.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
- Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
- Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

DISCLAIMER

RMCHS cannot be held accountable for the information that is retrieved via the network.

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Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

RMCHS will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

RMCHS makes no warranties (expressed or implied) with respect to:

- the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
- any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

RMCHS reserves the right to change its policies and rules at any time.

USER AGREEMENT

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by RMCHS. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)

User Signature

Date

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Rules

Students who enroll in Richard McKenna Charter High School are expected to follow all of the rules, policies and procedures outlined in this handbook, as well as any specific course rules, policies, and procedures developed by the teacher.

Entrance Requirements

Students must have completed the 8th grade and pre-algebra, and be younger than 21 years old. They may not be enrolled full-time in another public school. Those who count the student as a dependent on their income tax form must be a resident of Idaho.

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.

Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

Summer School

Students who enroll in the Summer School program must have completed the 8th grade, be younger than 21 years old, and qualify as an at-risk student as defined by Idaho State Code.

Students are considered at-risk if they meet at least three of qualifiers 1-6, and/or one of qualifiers 7-12 listed below:

1. Has repeated at least one (1) grade.
2. Has absenteeism that is greater than ten percent (10%) during the preceding semester.
3. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
4. Has failed one (1) or more academic subjects.
5. Is two (2) or more semester credits per year behind the rate required to graduate.
6. Is a limited English proficient student who has not been in a program more than three (3) years.
7. Has substance abuse behavior.
8. Is pregnant or a parent.
9. Is an emancipated youth.(Is living on his/her own and providing for his/her livelihood.)
10. Is a previous drop out.
11. Has serious personal, emotional, or medical problems.
12. Is a court or agency referral.

Special Education

Richard McKenna is dedicated to serving all students regardless of race, religion, or disability. However, due to the legal contract associated with an IEP, students with disabilities require different enrollment practices. The

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following steps must be followed in order for a student with an active IEP to enroll in Richard McKenna on-line classes.

- On the initial enrollment form, if a parent or student specifies that the student has a current IEP, the IEP and the eligibility report must be obtained before the student can enroll in classes. At times, obtaining this paperwork from the previous schools may take several weeks. If the parent or student has a current copy of the IEP and eligibility report, he/she may fax it to the school to speed up this process.
- Once the IEP and eligibility reports are obtained, the Special Education teacher will contact the parent for an initial orientation. At that time, the Special Education teacher will go over the eligibility report and current IEP to discuss the current goals, objectives, services, and accommodations.
- There are times when an IEP that is written in a traditional school setting may not be conducive to the on-line environment. If this is the case, either a formal or informal meeting will be set at which time the IEP may be amended.
- Once all of the paper work has been completed, the student and parent will have a second orientation with a Richard McKenna staff member to go over school policy, the computer system and to choose classes.

Please be aware that this process may take several weeks depending upon the timely manner in which the school receives the IEP and eligibility report. If you have any questions, please feel free to contact Mrs. Flick, Special Education teacher, at (208) 724-1100.

Technical Requirements

Operating System

- Windows XP, Vista or 7
- Mac OS X 10.5 Leopard and later (Intel CPUs only)

Processor

- Windows: Pentium III 500 MHz or higher
- Mac: G4 800 MHz or faster

Memory

- 1 Gb of RAM or higher (2 Gb recommended)
- 256 Mb Video RAM (VRAM)

Peripherals

- USB 2.0
- Printer Recommended but not required

Internet connection

- DSL or Cable Modem

Web browsers

- Chrome (best choice)
- Firefox 3 or higher
- Safari 1.2 or above
- Internet Explorer does not work very well with our program.

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Plugins

- Adobe Flash
 - Adobe Reader
-

School Calendar

[Click Here](#) to see current school calendar.

Policies

(All policies are subject to change without notice.)

Course Credit

In order to receive course credit, students must:

- Complete all assignments to the teacher's satisfaction with an overall course average of 61% or higher.

AND

- Pass any final projects with a score of 61% or higher.

Dual Credit

RMCHS will grant high school course credit for college courses earned at approved accredited colleges. RMCHS will grant a one year high school course (two semester credits) for a four credit hour college course. Fewer college credits may be prorated. For example, a student who completes English 101--a one semester course worth three college credit hours--would earn one year's worth of high school English, or two semester credits, whereas a one semester college credit equals only one semester of high school credit.

Proctors

The ISAT (Idaho Standard Achievement Test) must be proctored (supervised) by an approved proctor. An approved proctor must meet the following criteria:

- Must be a responsible adult older than 21 who is **not** related to the student.
- Proctors must complete a [Proctor Verification Form](#) and fax it to Richard McKenna Charter High School (208-580-2450). They must also send a copy of their driver's license to the office.
- Once the office verifies the information and approves the proctor, the proctor will be emailed login information.
- (Proctors who violate the terms outlined in the Proctor Verification Form are removed from the approved proctor list.)

Students must have their ISAT proctored at one of the following locations:

- A public setting like a library or school.
- At [Approved Testing Centers](#)

Students are never to be proctored using their own computer.

ISAT Testing

All RMCHS 10th grade students, as well as 11th or 12th grade students who are not proficient, are required to take the ISAT exams with RMCHS. Students who refuse to take the ISAT will not be able to graduate from Richard McKenna Charter High School and may face dismissal.

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Special Education

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify. Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

Course Extension Policy

- Course Extensions may be granted once by a teacher when extenuating circumstances occurred that hindered class work (serious illness, personal injury, death in immediate family, etc. They are NOT granted to students who simply failed to submit their assignments on time and are trying to get caught up.)
- The student has until the end of the next session to complete the incomplete assignments. At the end of that session, the teacher must post a final course grade.
- Extensions cannot be granted for the last session of the year since school will be closed and there will be no course access.

Drop Policy

- Students may drop a course during the first two weeks from the start date without penalty. They will have to start from the beginning if they retake the course.
- Students who drop a course after two weeks from the start date receive an F on their transcript. They will have to start from the beginning if they retake the course.

Missed Assignments

Any assignments that are not completed or resubmitted within five days after the due date automatically receive permanent zeros.

Inappropriate, Obscene, or Pornographic Communication

If a student uses communication with the teacher and/or students that is determined by the teacher or RMCHS administration to be inappropriate, obscene, or pornographic, the student will be immediately dropped from the course. In some cases, legal action may also be taken. Any possibilities for re-admittance must be discussed with the principal, parents and student.

If it happens in more than one course, they will be dropped from the school.

Cyberbullying

Any student found guilty of cyberbullying with other RMCS students will be dropped from the program.

Plagiarism (Copying information without providing the source)

Plagiarism in any form is not tolerated and may lead to course and/or school expulsion.

Cheating

Cheating in any form is not tolerated and may lead to course and/or school expulsion.

Richard McKenna Charter School
9-12 Online Student Handbook

Credit Transfer

It is up to the student to find out which RMCHS courses will be accepted by their local high school as core credit and which will be accepted as elective credit. RMCHS is accredited by the *Northwest Accreditation Commission*. Association members are required to accept credits from other members; however, it is still a good idea to make sure how many and which credits a school will accept.

Grading Points (4.0 Scale)

94 to 100	=	A
90 to 93	=	A-
87 to 89	=	B+
84 to 86	=	B
80 to 83	=	B-
77 to 79	=	C+
74 to 76	=	C
70 to 73	=	C-
67 to 69	=	D+
64 to 66	=	D
61 to 63	=	D-
60-->	=	F

K-8 Parent Handbook

Richard McKenna Charter Elementary School

K-8 Student Handbook

DRAFT

I have read the K-8 Parent Handbook.

Parent/Guardian Signature

Date

McKenna Montessori

Parent Handbook

MCKENNA MONTESSORI SCHOOL EXPECTATIONS

"Live the values of Respect, Dignity, Honesty, Responsibility, and Teamwork"

Respect - "The act of giving particular attention"

- Be friendly, polite, and show common courtesies
- Listen actively to what someone has to say
- Consider the point of view of others
- Care about the feelings of others
- Use appropriate words and avoid swearing, name calling, obscene gestures, and inappropriate touching
- Dress appropriately
- Listen and follow directions
- Demonstrate self-respect through wellness, fitness and hygiene

Dignity- "The state of being worthy, honored, or esteemed"

- Find value in others and let them know
- Talk out a problem, avoiding violence and hurting others
- Have self-respect and a calm self-esteem

Honesty- "Fairness and straightforwardness of conduct- adherence to the facts"

- Give credit for a borrowed idea
- Admit and correct mistakes, even if others don't notice
- Tell the truth
- Return what you borrow
- Say what you mean, do what you say, keep promises

Responsibility- "Moral, legal, or mental accountability- reliable -trustworthy"

- Behave within the laws and rules of the team, organization, state, and nation
- Accept consequences of your actions
- Be prepared and do your share of the work
- Be on time and complete work on time

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- Make positive contributions
- Take pride in your home, school, and community; and avoid destructive acts
- View mistakes as opportunities to learn; take the risk of trying

Teamwork- "Work done by several people with each doing a part"

- Pitch in to help others
- Ask and encourage others to participate
- Change your habits to meet the group's need, when working on a group project
- Encourage others to express their points of view

ARRIVAL AT SCHOOL

Supervision on our playground is provided before school begins at 8:00 AM. Please do not drop your child off or allow them to walk to school so that they are here before that time.

Students should go immediately to the playground areas. At the bell ALL students will enter through their individual classroom doors.

ATTENDANCE

All students should be at school by 8:00 AM. Students are expected to come to school prepared for the day by bringing all necessary materials, books, assigned work and a positive attitude. Any student who arrives after the 8:00 tardy bell must report to the school office to receive a tardy slip before being admitted to class.

Students who total five tardies and/or absences in a quarter will receive a phone call or letter from the principal. The purpose of the call or letter is to notify the parents of our concern and reinforce the need to have students here on time.

When a student totals ten tardies and/or absences in a semester, parents will receive a phone call from the principal to discuss our continuing concerns. A conference may be scheduled at this time to develop a plan to assist in solving the problem of being late to school or missing excessive days.

All students are required to be in attendance at least ninety (90) percent of the time school is in session during each semester. Students who attend less than 90% during the school year may be denied promotion to the next grade level.

If you know that your child is going to be absent or tardy, please notify the school office at 580-2449.

BEHAVIOR AND DISCIPLINE PLANS

We believe all students are individuals and should be treated as such. Each disciplinary occurrence brings with it its own set of circumstances; therefore, will be treated as such. Our goal is to assist the students in making meaningful connections between their actions and the consequences that follow. Every disciplinary action will be guided by the following principles developed by our staff. Parents and students are encouraged to come in and discuss any action we take that they feel does not coincide with the list of principles we choose to follow.

McKenna Montessori Governing Principles

- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
- Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
- Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
- Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
- Students will have the opportunity to tell their side of the story when consequences appear to be unfair.
- Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
- There should be a logical connection between misbehavior and resulting consequences.
- Rules and Expectations Supporting the Orderly Operation of the School and the Educational Process
- Rules and expectations covered in this section are designed to meet the following goals:
 - Maintain an orderly school operation.
 - Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
 - Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
 - Help students learn how their decisions affect the quality of their lives and the lives of others.
 - Help students develop responsibility and character.

Rules for Our School

- Treat everyone (adults and students) with respect.
- Your actions, dress, possessions, etc., may not cause a problem for anyone else. Problem actions include, but are not limited to:
 - Using inappropriate language
 - Fighting or play fighting
 - Using violence or threatening others
 - Hats of any kind may not be worn in the building.
 - Wear closed toes shoes,

Problems related to possessions may include, but are not limited to:

- Cell phones

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- Toys
- Electronic devices
- Tobacco, drugs, or alcohol

If your actions, dress, or possessions cause a problem for anyone, you will be asked to solve that problem.

If you cannot or choose not to solve the problem, appropriate consequences will be determined by staff members. These consequences will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.

If students and/or parents feel that the consequences appear not to be fair, request a meeting. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

White slips will be issued with the intention of student reflection and problem solving as well as communication among student, parents, and teacher.

If a student exhibits additional severe behaviors, the student will be considered for an individual behavior plan developed by the school team and parents. If the individual behavior plan does not correct behaviors, then additional actions will be necessary which may include, but not be limited to in school suspension, out of school suspension, an alternative placement, or expulsion.

Major disciplinary violations such as possession of weapons (including lighters, firecrackers, sharp objects, etc.), fighting, inappropriate language, defiance, disrespect, threats against persons (real or play), destruction of property, stealing, vandalism, de-pants-ing, or other continual minor infractions will result in a referral to the principal. School suspension will be considered as a possible consequence.

Each classroom will establish a management plan that is appropriate to that particular group of students and meets the general building goals.

BICYCLES, SKATEBOARDS, ROLLER BLADES, AND HEELY'S

Bicycles are to be placed in the racks provided on the school grounds. The school cannot be responsible for lost or stolen bicycles. Bikes are to be walked on the school grounds before or just after school. This is for the children's protection. Bikes should be licensed and locked.

Skateboards and roller blades are to be carried once on school grounds and put in a safe place where they will not pose a potential hazard. These items are the responsibility of the student who brought them and the school cannot be responsible if they are lost or stolen. Heely's are not to be worn at school.

BIRTHDAYS

The classroom teacher is responsible for establishing a procedure for celebrating birthdays in the room. Please check with the teacher before sending treats. Other ways for recognizing birthdays should also be discussed with the classroom teacher. If flowers or balloons are delivered to the school, the teacher will be notified and the child may pick them up in the office at the end of the school day.

BUS INFORMATION

The Bus Company transports students to school. When riding the bus, students are expected to display good manners and follow the rules and directions of the driver so every trip will be a safe one. While on the bus and being picked up, students are under the direction of the bus driver. If a student misbehaves on the bus, a Bus Conduct Report may be issued.

Reports will be sent home to be signed and should be returned the next day.

BULLYING

Bullying is the repeated aggressive behavior or frightening of others with an intent to dominate. Bullying may include, but not be limited to, physical (hitting, pushing, or attacks on property); verbal (name calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

Bullying should be reported at once to your classroom teacher, counselor, assistant principal or principal. A thorough investigation of any allegation of bullying will occur. Discipline for bullying may involve actions up to and including suspension and/or expulsion.

CANDY/GUM

Students are not allowed to chew gum at any location on the school grounds. Students who bring their lunches from home may have candy as part of their lunch and may eat it in the cafeteria. Students may not sell or trade candy or drinks at school.

EMERGENCY SITUATIONS AND DRILLS

Fire drills and emergency evacuations are practiced on a regular basis to create an anticipated reaction during a school emergency. Questions concerning specific emergency drill procedures may be directed to the school office or the teaching staff.

In the event of an actual emergency, students will be dismissed ONLY TO A PARENT OR PREVIOUSLY DESIGNATED PERSON (written permission must be on file in the office). Information concerning the emergency will be released to the district and the local media. Parents will be notified as soon as possible. We are prepared to care for children in critical situations until a parent arrives. Please do not call the school, as we must have lines open for emergency calls. All emergency situations will be dealt with by following procedures established at the beginning of the year by the Liberty Emergency Response Team. A copy of this plan is available upon request at the school office.

ENTRANCE REQUIREMENTS

As required by state law, to be eligible for the first grade at the opening of school, a child must be six years of age before September 1 of the entrance year. Kindergarten students must be five years of age before September 1 of the entrance year.

Birth certificates and immunizations records are required of all new students entering the McKenna Montessori school. Both must be presented to the school at enrollment time and are returned to parents after necessary information is entered on school records.

LOTTERY SYSTEM

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority—Students returning to the public charter school in the second or any subsequent year of its operation;

Second Priority – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

HEALTH, ILLNESS AND FIRST AID

Parents/guardians will be notified of serious injuries/illness with their children.

Medications may not be given at school without the written consent of a parent or guardian. All medications must come to school in the original container with instructions for administering.

INCLEMENT WEATHER

Extreme cold, rain, lightening, snow, freezing rain, and poor air quality are all types of inclement weather that can keep students inside before school and during recesses. It is our expectation that students will dress appropriately during the various seasons. To bring students inside because of bad weather will be determined by the principal or assistant principal. The safety of our students will be the deciding factor in the event of inclement weather. Specific recommendations are given for poor air quality, lightening and cold temperatures.

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In the event that students need to come inside before school, our outside support personnel will direct students to go directly to their classroom door.

LOST AND FOUND

Lost and found items should be taken to the cabinet located in the cafeteria. Found library books should be returned to the library. Money, textbooks, and other valuables should be taken to the office.

Please label your child's clothing items and lunch boxes to help reduce the number of unclaimed items. Items not claimed after a certain length of time will be donated to those less fortunate.

LUNCH PROGRAM

RMCS does not provide lunches. Students must bring lunches from home.

PARENT-TEACHER CONFERENCES

Parent/teacher conferences will be held in November, at the end of the first quarter grading period. Parents will be notified of scheduled dates and times. In order to meet the individual needs of their students, teachers must communicate progress with parents. Conferences make that communication possible. Parents are strongly urged to attend these conferences. If parents wish to schedule additional conferences during the school year, they may do so by contacting the classroom teacher.

PERSONAL PROPERTY

Students are discouraged from bringing valuables to school. Electronic equipment is not permitted at school because of the risk of theft. Laser pens are not permitted due to risk of injury to others. Personal items brought to school are under the supervision of the classroom teacher. The school is not responsible for lost or stolen items.

PHONE USE

Students and teachers will not be interrupted during class time to accept phone calls except in the case of an emergency. The school phone is a business phone and should not be used to arrange to go home with a friend. A student must have a pass from his/her classroom teacher to use the office phone.

CELL PHONES/ELECTRONIC DEVICES

Any student found using an electronic communication device or a portable music player in any district classroom or hallway during the day, unless the principal or designee gives permission, may have the device confiscated until the end of the day. If subsequent use of an electronic communication device or a portable music player occurs in a prohibited area, it may be confiscated until the end of the school year or until a parent/guardian picks it up. The principal may choose to ban electronic communication devices and/or portable music players.

PICKING UP STUDENTS

If you are coming to school early to pick up your child, you need to come to the office and sign him/her out. Students are not allowed to be picked up directly from the classroom. We will call your child from the classroom to the office. Also, students are not allowed to leave school

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early with someone not listed on their enrollment form unless we have a signed note or receive a phone call from the parent or guardian.

Note: Picture ID may be required to verify permission for student pick-up. If you have authorized another person to pick your child up after school, please let the classroom teacher know by note or phone call.

PRIVACY ACT

Richard McKenna Charter School complies with federal law (Family Educational Rights and Privacy Act) as it relates to the release of student directory information to the public.

VISITING SCHOOL

Parents are welcome to visit classes any time except during testing periods. However, we ask that you contact your child's teacher prior to the visit so that disruptions are kept to a minimum. All visitors must sign in at the office and receive a badge to be worn while at the school. Please make an appointment if you desire a conference with your child's teacher other than the scheduled conferences. Students are not allowed to bring friends, relatives or siblings to class.

WEAPONS

Richard McKenna Charter School has "zero tolerance" for students who bring to school weapons or other objects/substances that are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process. Possession of, threatening use or using of these objects/substances at the elementary school or at any school-sponsored activity without prior permission of school officials, will result in the following course of action:

Administrative Procedure

Any or all personnel employed by Richard McKenna Charter School at the elementary level having knowledge of students with weapons or other objects/substances which are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process shall notify the building principal immediately.

The building principal shall conduct an investigation immediately and make the determination as to whether a school resource officer is to be contacted and a complaint filed and/or if an immediate suspension is in order. This suspension can be in-school or out-of-school as determined by the building principal with the understanding that the weapons, objects, and/or substances have been confiscated and, when necessary, turned over to the proper authorities for disposition.

The elementary building principal shall determine if sufficient cause exists for referral to the Board of Trustees for permanent expulsion.

Parents or guardians are to be contacted by phone, letter, or in person in an expedient and timely manner with detailed information regarding the incident(s).

All reports of weapons, objects, and/or substances which are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process shall be written by the building principal.

Appendix D: Workplace Behaviors

PREPARATION

The student is eager to learn, and arrives with all of the materials necessary to complete the task.

This demonstrates that the student is prepared, focused, willing to risk opinions and ideas, and participates fully to the best of his or her ability in all activities.

PARTICIPATION and PROBLEM SOLVING

The student writes down and follows directions precisely, asks for help when necessary, accepts responsibility for all of his or her actions, and learns from mistakes.

This demonstrates that the student writes and follows instructions, accepts responsibility for their work and participation, or lack thereof, and recognizes that mistakes are really only lessons in disguise.

The student uses time effectively, in and outside the classroom, and can be trusted to work both independently and as a productive member of a team.

This demonstrates that the student accepts responsibility to use outside resources, solve problems, and make the necessary sacrifice, both for his or her own benefit and for the betterment of the team as a whole.

PRESENTATION

The student communicates clearly and logically in both speech and writing.

This demonstrates that the student works to the best of his or her ability -- reviews all work before handing it to others -- thinks before speaking or writing -- and collaborates with others when needed to ensure that all final productions are the best that the student can produce in the time allowed.

Appendix E: K-8 Facilities

Facilities

Mountain Home Charter School plans to build three facilities on five acres we own in Mountain Home, Idaho for a total of 22,000 sf.

Phase One

Construction will be in two phases. Phase one will consist of two, 2,500 sf annex buildings with a total of four classrooms and will include the infrastructure for the entire project (roadways, sidewalks, landscaping, sewer, water, gas, power, and data). The estimated cost will be \$700,000. We will go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin for grades K-1 in August, 2016. Phase one's capacity is 96 students, grades K-3.

Phase Two

Phase two construction of the main building will begin in the spring of 2018, assuming there is a demand for grades 4-6. The project should be completed by the winter of 2019, and school open in August, 2019. Phase two includes offices, 6 classrooms, a multipurpose room, stage and courtyard. The estimated cost of phase two construction is \$2,125,000. Phase two's capacity is 144 students.

Completed Project

Once the annexes and main building are complete, grades 1-6 will be housed in the main building, and grades K, 7 and 8 will be housed in the annexes for a total of 216 students. The extra classroom in the kindergarten annex will be converted into a workshop. (See photos below. Models were created by Richard McKenna Charter High School Students.)

ADA Compliance

All of the new facilities will be ADA compliant as required by law and local codes.

Richard McKenna Charter School
K-8 Facilities

Phase One—Two 2,500 sf Annexes housing four classrooms for grades K-3, beginning with kindergarten and first grade, plus infrastructure for entire project.



Phase Two—Main building. 17,000 sf with offices, six classrooms, a courtyard, multipurpose room, and stage.



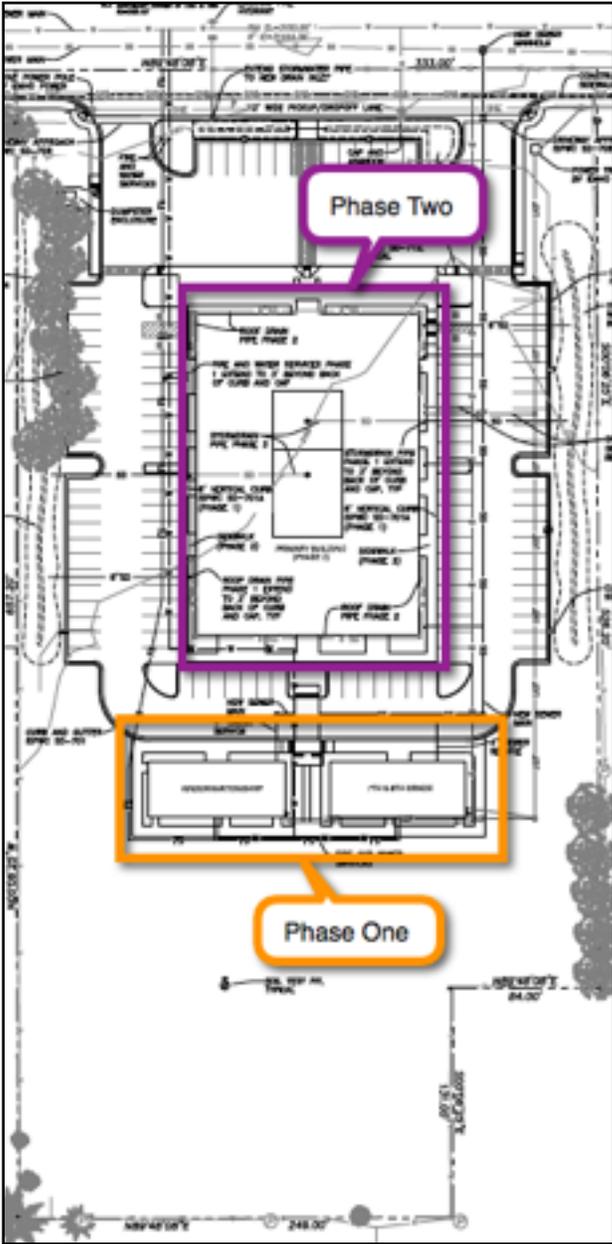
Richard McKenna Charter School
K-8 Facilities

Entire Project—22,000 sf of building space housing up to 216 students, grades K-8 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



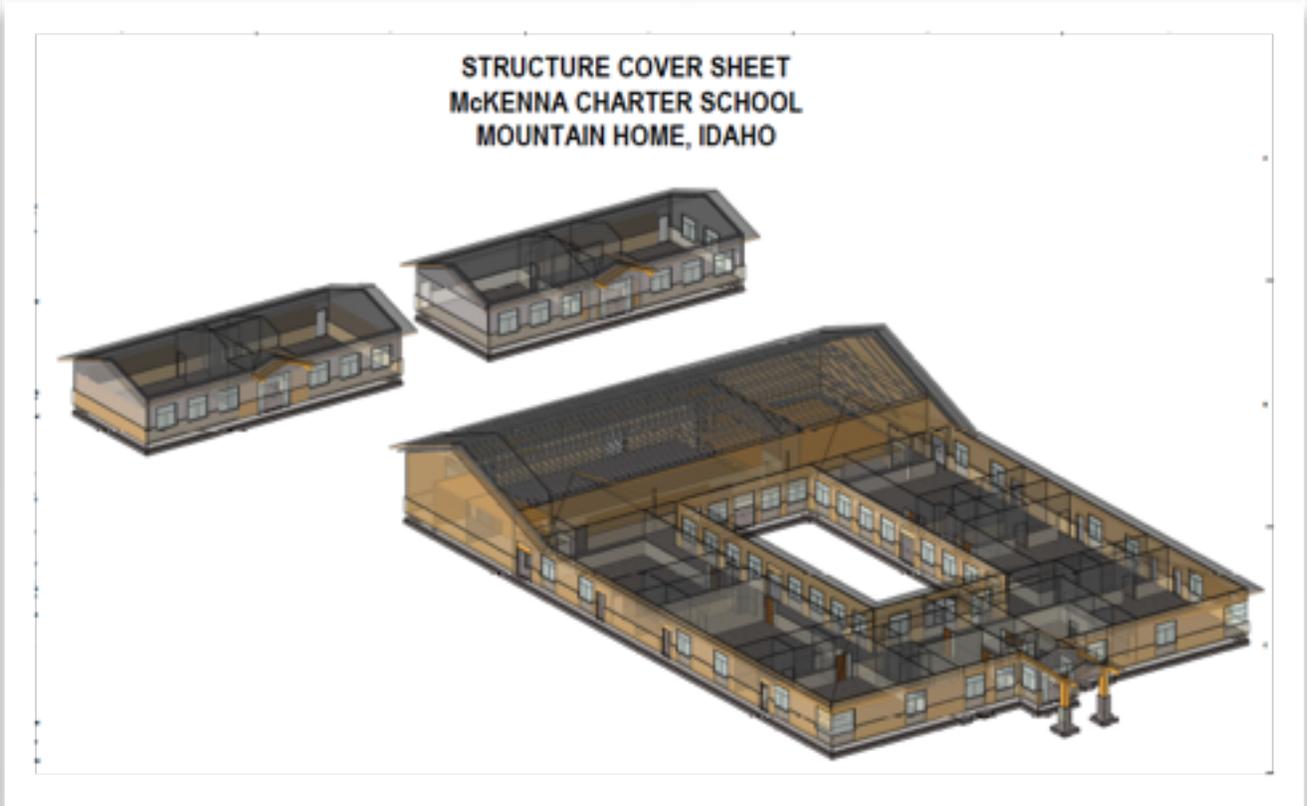
Richard McKenna Charter School
K-8 Facilities

Site Plan



Richard McKenna Charter School
K-8 Facilities

3-D View



Appendix D: Articles of Incorporation and Bylaws



ARTICLES OF INCORPORATION (Non-Profit)

(Instructions on back of application)

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

FILED/EFFECTIVE
01 OCT 19 AM 9:15
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be: Idaho Virtual High School Inc

Article 2: The purpose for which the corporation is organized is: Education (Charter School)

Article 3: The street address of the registered office is: 2300 E. 42 S. Mountain Home, ID 83647 and the registered agent at such address is: Larry Slade

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are: Larry Slade 2300 E. 42 S. Mountain Home, ID 83647
Cornie Slade 2300 E. 42 S. Mountain Home, ID 83647
Lee Miller 11883 Blueberry Dr. Boise, ID 83709

Article 5: The name(s) and address(es) of the incorporator(s):
Larry Slade 2300 E. 42 S. Mountain Home, ID 83647

Article 6: The mailing address of the corporation shall be:
2300 E. 42 S. Mountain Home, ID 83647

Article 7: The corporation (does does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:
Mountain Home School District #193, Mountain Home, ID

Signature of all incorporators:

Larry Slade Typed Name: Larry Slade

Typed Name: _____

Typed Name: _____

Typed Name: _____

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corp\form\corp form\startinc\ncprofit.p65
Revised 01/2001

IDAHO SECRETARY OF STATE
10/19/2001 05:00
CK: 3466 CT: 147174 BH: 425305
1 @ 30.00 = 30.00 INC NONP # 2
1 @ 20.00 = 20.00 NON EXPIDI # 3

C141064

**BYLAWS
OF
IDAHO VIRTUAL HIGH SCHOOL INC AN IDAHO NONPROFIT CORPORATION**

**ARTICLE I
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

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

(a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue

Code of 1986 or the corresponding provision of any future Federal income tax code, or

(b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated

with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

(b) After the initial year of operation, Directors will be elected by the Board from a list of nominees submitted by the nominating committee. The nominating committee consists of the Chairman of the Board and others whom the Chairman of the Board appoints.

Section 4.4 Term

(a) Directors shall be elected to a two (2) year term of office. However, during the initial year of operation, half of the Board of Directors shall be selected by lottery or other method to serve an initial term of only one (1) year.

(b) Each Director shall serve until the board elects his/her successor at the annual meeting.

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

(c) Removal of a Director for one or more of the reason listed in Section 4.6(b) above may be initiated by any member of the Board. The Board all hold a public meeting within ten (10) school attendance days of receiving such a request or petition.

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority of more of the then current Directors must be assembled either physically or at a distance via phone lines or other media to vote and conduct business.

ARTICLE 5

BOARD MEETINGS

Section 5.1 Place of Meeting

The place of the quarterly meetings of the Directors shall be the principal office of the Corporation or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of The Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Tuesday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Quarterly Meetings

The Board shall meet face-to-face on the third Tuesday at 7:00 P.M. in January, April, July, and October if not a legal holiday, and if a legal holiday, then on the day following at 7:00 P.M.

Section 5.4 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Tuesday of each month if a Director sees the need to have a meeting during the month. During these monthly meetings, the Board may meet face-to-face or at a distance via phone lines or other media.

Section 5.5 Notice of Meeting

Notice of the time and place of meetings shall be posted at the principle office of the Corporation and on the Idaho Virtual High School web site at least three (3) days prior to the meeting.

ARTICLE 6

OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of , and be subject to all the restrictions upon the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time an place of holding; whether regular or special; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the state of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all of its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed form time to time by the Board.

Section 6.5 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board members.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse funds of the Corporation as may be order by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The treasurer shall present an operation statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and performs such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed these Bylaws for regular election or appointment to such office, provide that

filled in the manner prescribed these Bylaws for regular election or app
such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7

FISCAL AFFAIRS

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 8

NOTICES

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 9

DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation the remaining assets shall be distributed to one or more

nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purpose and which have established their tax exempt status under Section 501(c) (3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the board.

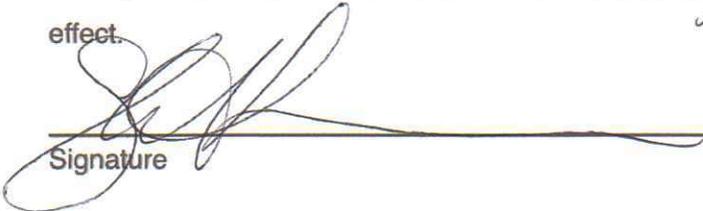
ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in

the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

I, Margaret Warren, certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors on 27 May 2014 and that they are currently in effect.



Signature

Chairman of the Board

TITLE OF PERSON SIGNING

27 May 2014

Date of signature

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

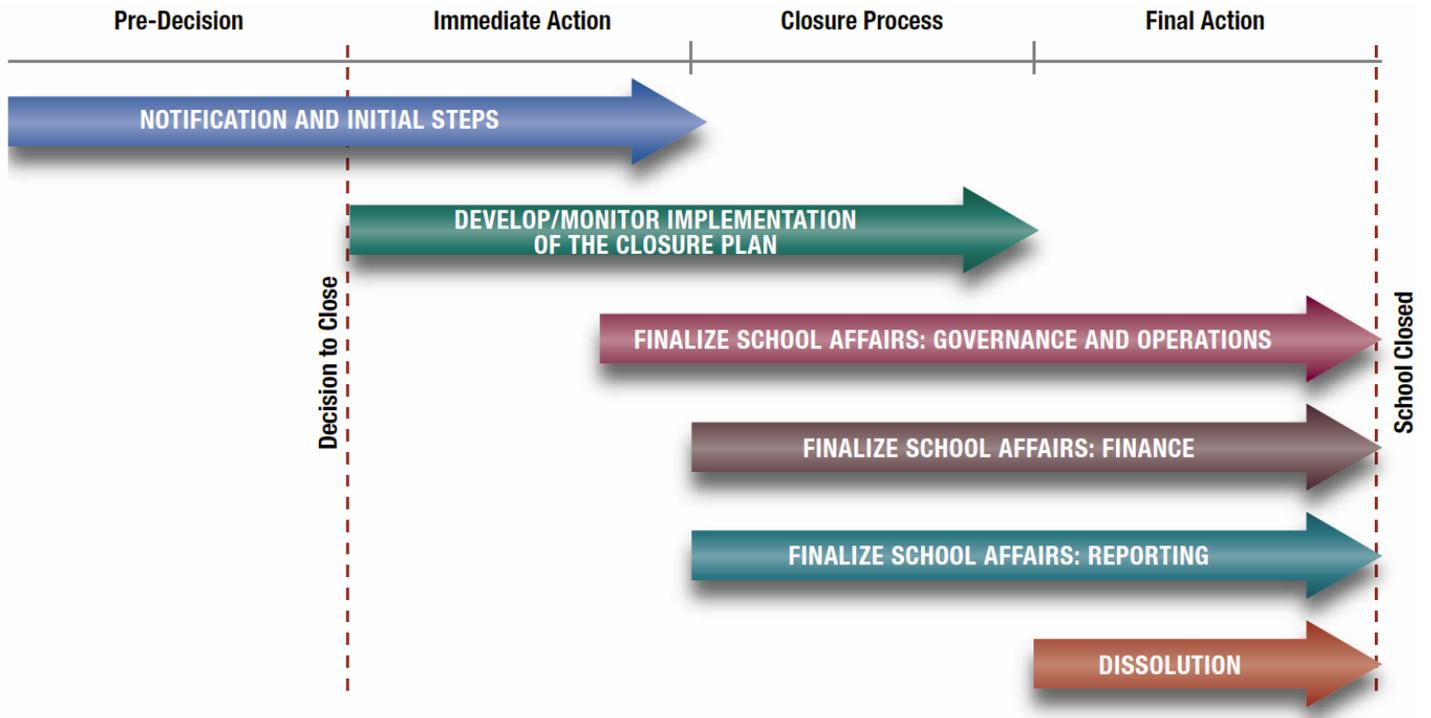
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 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. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
<p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
<p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Syringa Mountain School, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on **August 15, 2013**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2014**; and

WHEREAS, the School’s charter was renewed on **February 7, 2017** for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 2017**, and shall continue through **June 30, 2022**, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Syringa Mountain School provides a rigorous, arts-integrated educational experience as a public school guided by the Core Principles of Waldorf Education and aims to develop students who are compassionate, eco-literate, critical thinkers prepared to meet the demands of the world.
- B. Grades Served.** The School may serve students in kindergarten through grade eight, per the approved growth table included as Appendix F.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Use of a Waldorf-inspired program including:
- Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher;
 - Application of curriculum designed to be developmentally appropriate and therapeutic for students;
 - Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects;
 - Balance of academic studies with artistic and social activities;
 - Alignment with the Idaho Common Core State Standards and Idaho State Standards;
 - Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and
 - Creation of a safe learning environment through a positive but firm disciplinary approach.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of

education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. 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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 520 students, with annual per-class and overall enrollment caps to be followed as outlined in the approved growth table attached as Appendix F.
- 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.
- D. School Facilities.** 4021 Glenbrook Dr, Hailey, ID 83333. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Blaine County School District. An attendance area map is attached as Appendix G.
- 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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.

- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Syringa Mountain School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix F: Enrollment Capacity

Appendix G: Attendance Area Map

Appendix A: Conditions of Authorization / Renewal

1. By Spring 2020, SMS will achieve ISAT math and ELA proficiency rates that meet or exceed the state average math and ELA proficiency rates. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not SMS agrees to fulfill the specific condition above, SMS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Syringa Mountain School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	Syringa Mountain School provides a rigorous, arts-integrated educational experience as a public school guided by the Core Principles of Waldorf Education and aims to develop students who are compassionate, eco-literate, critical thinkers prepared to meet the demands of the world.		
Key Design Elements	<p>Use of a Waldorf-inspired program including:</p> <ul style="list-style-type: none"> ●Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher; ●Application of curriculum designed to be developmentally appropriate and therapeutic for students; ●Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects; ●Balance of academic studies with artistic and social activities; ●Alignment with the Idaho Common Core State Standards and Idaho State Standards; ●Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and ●Creation of a safe learning environment through a positive but firm disciplinary approach. 		
School Location	4021 Glenbrook Drive Hailey, ID 83333	School Phone	(208)806-2880
Surrounding District	Blaine County		
Opening Year	2014		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	K-8		
Enrollment (Approved)	520	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding	Neighboring
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)

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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			Syringa Mountain School has opted out of having Mission Specific Goals.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned	
Educational Program	1a	25	0	Near-Term	1a	50	0	
	1b	25	0		1b	50	0	
	1c	25	0		1c	50	0	
	1d	25	0		1d	50	0	
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0	
	2b	25	0		2b	50	0	
	2c	25	0		2c	50	0	
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0	
	3b	25	0					
	3c	25	0					
	3d	25	0					
	3e	25	0					
	3f	25	0					
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.				
Additional Obligations	4b	25	0					
	5a	25	0					
Total Operational Points		400	0				400	0
% of Operational Points			0%					0%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			Result	Points Possible	Points Earned
Measure 2a	Do math proficiency rates meet or exceed the district average?				
Math Proficiency Rate Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
				0	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Blaine County School District will be used for comparison purposes.				
Measure 2b	Do ELA proficiency rates meet or exceed the district average?				
ELA Proficiency Rate Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
				0	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Blaine County School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
Result	Points Possible	Points Earned																		
	76-100	0																		
	51-75	0																		
	26-50	0																		
	0-25	0																		
		0																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
Result	Points Possible	Points Earned																		
	76-100	0																		
	51-75	0																		
	26-50	0																		
	0-25	0																		
		0																		

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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		0															
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>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 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance 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.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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	0											
<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
Result	Points Possible	Points Earned															
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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Appendix C: Charter

SYRINGA MOUNTAIN SCHOOL

Cultivating the Head, Heart and Hands

A Petition to Establish a Public Charter School Beginning in August of the 2014–2015 school year. Opening with Grades K–5 the first year and adding additional grades each subsequent year through 8th grade within or near the city of Hailey, Idaho

Available to all Idaho students with a primary attendance area consisting of Blaine County School District No. 61

Initially submitted to Public Charter School Commission May 17, 2013

Contingent Approval Received on August 15, 2013

Full Approval Confirmed on October 1, 2013

Contact: Dr. Mary Gervase
208-720-6327,
Post Office Box 3531, Hailey, Idaho 83333
marymgervase@yahoo.com

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

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ACKNOWLEDGEMENTS

We were most fortunate to incorporate so many ideas and practices from others who have gone before us to show us the way. We aspire to create a school modeled on your good work. Thank you.

The Mountain School, Kate Woods and the Woods Family who began this journey for all of us!

Desert Star Charter School, Journey School, a Public Charter School, Mountain Sage Community School, Palouse Prairie School of Expeditionary Learning, Sage International School of Boise, The Sage School, Tomorrow River Community Charter School, Waldorf School of Cape Cod, Waldorf School of Baltimore, Wisteria Charter School, Yuba River Charter School, Michelle Clement Taylor, School Choice Coordinator, Idaho State Department of Education, Dr. Nick Hallett, Commissioner, Idaho State Public Charter School Commission and Idaho Capacity Building Project and Don Keller, Principal, Sage International School, Alison Redman Henken, Public Charter School Commission Program Manager, Mike Schlatter, Randy Flood, Dale Bates, Svea Grover and so many others.

Our sincerest gratitude.

SMS Founders: Ben Rogers, Joy Spencer, Travis Scott, Phoebe Pilaro, Greg Bloomfield, Don Keller, Kate Sokoloff, Laurie Wertich

TAB 1 EXECUTIVE SUMMARY, VISION AND MISSION STATEMENTS

EXECUTIVE SUMMARY

Wood River Waldorf Methods School, a Public Charter School, Inc, Doing Business As (DBA) Syringa Mountain School, is answering the call from Wood River Valley Families to provide a unique, rigorous, holistic, free, public school of choice to all families who choose it. Slated to open August 2014, this will be the **first** public Waldorf charter school in Idaho and the **first** public school of choice in the Wood River Valley.

What is Syringa Mountain School? It is a K-8 public school choice that

- ✓ Nurtures the intellect, imagination, and emotional life of each child.
- ✓ Offers a rigorous, relevant, balanced, and memorable liberal arts education.
- ✓ Incorporates sustainable living practices and experiential learning through daily animal husbandry and gardening skills.
- ✓ Infuses academics with singing, painting, drawing, flute, violin, storytelling, handwork, and drama.
- ✓ Touches children's hearts and kindles their imaginations.
- ✓ Inspires children to live engaged and successful lives, prepared to meet the demands of their world

What is Waldorf education?

Waldorf education is the fastest growing independent educational movement in the world. In the U.S. alone, there are over **50 public Waldorf charter schools** and 129 private schools. Approximately 1000 Waldorf schools and 1,600 Waldorf early childhood programs span 91 countries and five continents. Waldorf education is truly global, not only in its scope, but also in its approach.

While many Waldorf schools are private, The George Lucas Educational Foundation reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast, fueled in part by the passage of the No Child Left Behind Act and the charter school movement. **1**

This educational model is a compelling public education option, incorporating new and different research based strategies that improve and enhance both student achievement, cognition and social emotional health.

Offering a “Waldorf-inspired, liberal arts and arts integrated education designed to promote the growth and development of the whole child, and incorporating sustainable living practices and experiential learning in a K-8 public school setting. Our school fosters the intellect, nurtures the imagination, and recognizes the emotional life of each child. Our aim is to inspire children to live engaged and successful lives, prepared to meet the demands of their world.”

The philosophy of Syringa Mountain School is founded upon the conviction that children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The role of the school is to nourish and guide this natural exuberance, energy and delight in the quest for meaning and knowledge. Creative approaches in which the arts are integrated into academic learning serve to wholly engage the child and provide an experiential, multi-sensory context for understanding intellectual concepts. The experiential study of world cultures enriches the student's expanding world-view, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. The school's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, but also a sustaining degree of intellectual curiosity, creative thinking, problem solving and creative self-expression, as well as valuable interpersonal and intrapersonal life skills. Class teachers stay with the same group of Waldorf students, advancing through the grades for multiple years, allowing for trusting relationships to be established and true mentorship to take place.

The Waldorf-inspired approach to education recognizes that certain capacities emerge in students at fairly predictable stages, while also allowing for individual rates of maturation and uniqueness. This appreciation for the metamorphosis of comprehension underlies both the organization of the curriculum and the changing methods of teaching. Classrooms, materials used and curriculum cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology; up to grade six computer technology is used only as a practical necessity for computer based testing, library and research purposes. Learning a second language begins in first grade. The joy of music enhances cognitive development throughout all of the grades. Cooperation and self-advancement is encouraged rather than outwardly directed competition. The goal of this educational experience is to enable students, as fully as possible, to freely choose and realize their individual path through life. The school community is further connected through optional seasonal programs and festivals.

Waldorf or Waldorf-inspired?

The term "Waldorf" is trademarked, protected and available for use only by private education institutions, with guardianship held by the Association of Waldorf Schools of North America (AWSNA). The use of standardized and required testing, as well as the removal of certain aspects of traditional Waldorf curriculum and practices, means that Syringa Mountain School is not a true Waldorf school, and thus, cannot claim to be one in title. The rise of public, charter schools inspired by Waldorf methods and curriculum is leading to the possible development of criteria through which public, Waldorf-inspired charter schools could become accredited. The Alliance for Public Waldorf Education, of which Syringa Mountain School is a member, is the primary support network and advocacy group for Waldorf-inspired charter schools in the United States. SMS intends to continue its membership with the Alliance for Public Waldorf Education, remaining informed about future developments in this regard.

Where did the idea for the school come from?

Our vision for a charter school using Waldorf-trained teachers and Waldorf methods began three years ago. The Wood River Valley is home to one of only two Waldorf schools in Idaho. For the

past 7 years, a non-profit private school located in Bellevue, Idaho, The Mountain School has educated children of the Wood River Valley. With the downturn in the economy over these past three years, the school is slated to close its doors. A group of interested, passionate and active parents and staff began to investigate founding a public Waldorf school that would bring this methodology into the public arena. Through their research, they uncovered the national burgeoning public Waldorf charter school movement and began communicating with schools in Colorado, California, Washington and Oregon. Recognizing that traditional school settings work well for most children but not all, this group is now presenting this petition to diversify the educational opportunities for students and parents in the Wood River Valley through establishing Syringa Mountain School. The results of a survey of prospective students (**Appendix O**) have produced 142 interested students (125 K-5, and 17 preschool). **76** names of registered voters (**Appendix B**) is an indication of the broader community interest and support for this school choice.

What does the research say?

There is a growing body of research substantiating Waldorf practices and curriculum and their holistic, balanced approach to education. Although research is cited throughout this document, these studies are indicative of this growing research pool.

In a recent study, 2011, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in Kindergarten and the early primary grades followed by higher levels of advanced performance by the 8th grade.²

Waldorf students are less exposed to standardized testing; such tests are generally absent or minimal in the elementary school years. Despite this, U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures.³ Studies comparing students' performance on college-entrance examinations in Germany found that as a group, Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system,⁴ and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had part of their education at a Waldorf school.⁴ Educational successes of private Waldorf schools may partially reflect the social status of their students.⁵

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform," a study published in 2008 in the journal *Encounter: Education for Meaning and Social Justice*, researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that students tested below peers in language arts and math in the second grade, but they matched or tested above their peers in the same subjects by eighth grade. ⁶

A 2009 study comparing Waldorf and public school students in New Zealand found that the Waldorf students, who had no formal instruction in reading in pre-school or kindergarten, caught up in reading ability by around age 10, at which point there was "no difference in reading achievement between children who had been given early instruction in reading and those who had not". ⁷

Despite their sometimes lessened exposure to standardized testing situations, U.S. Waldorf pupils' SAT scores have typically come above the national average, especially on verbal measures. See Todd Oppenheimer's "Schooling the Imagination" article in *Atlantic Monthly*, Sept. 1999, for detailed analysis. ⁸

"Our findings from the QCA suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education. This study draws into question the value of early test scores as predictors for later performance for students in Waldorf schools. Based on our data, early test scores provide poor predictive value as to the quality of education of Waldorf students are receiving at least as measured by test scores and national rating scales. This lack of correspondence of test scores to qualitative measures of schools performance should be a considerable concern for policy makers who support testing in the early grades. If we are to gauge schools based on test scores then these tests should at least be reliable measures of student outcomes in later grades. If not, then we must question the expense, time and stress of testing at all. Until reliable measures of school quality are available, the impact of testing should be minimized, especially in the lower grades" (Larrison, 2012).

European schools Waldorf research

A 2008 report by the Cambridge-based *Primary Review*, found that "educational alternatives, including Steiner-Waldorf schools and home schooling, produce better academic results." ⁹

A 2005 UK Department for Education and Skills report noted significant differences in curriculum and pedagogical approach between Waldorf/Steiner and mainstream schools and suggested that each type of school could learn from the other type's strengths: in particular, that state schools could benefit from Waldorf education's early introduction and approach to modern foreign languages; combination of block (class) and subject teaching for younger children; development of speaking and listening through an emphasis on oral work; good pacing of lessons through an emphasis on rhythm; emphasis on child development guiding the curriculum and examinations; approach to art and creativity; attention given to teachers' reflective activity and heightened awareness (in collective child study for example); and collegial structure of leadership and management, including collegial study. Aspects of mainstream practice which could inform good practice in Waldorf schools included: management skills and ways of improving organizational and administrative efficiency; classroom management; work with secondary-school age children; and assessment and record keeping. ¹⁰

A 2006 PISA study of Austrian students found that Austrian Waldorf students are above average in science. The Waldorf students did best in understanding the questions raised

by science and the ability to solve scientific problems and were also above the OECD average for their joy and interest in science. ¹¹ The authors concluded "The relatively high expertise in science among Waldorf students, in combination with their very high motivation and interest in these subjects, as well as the various pedagogical principles, suggest that regular schools can learn from the Waldorf schools, particularly with regard to concrete application to the sciences." ¹²

Creativity

A study comparing the drawing ability of children in Steiner/Waldorf, Montessori and traditional schools concluded that "the approach to art education in Steiner schools is conducive not only to more highly rated imaginative drawings in terms of general drawing ability and use of color but also to more accurate and detailed observational drawings," ¹³ while another study found that Waldorf pupils average higher scores on the Torrance Test of Creative Thinking Ability than state-school students. ¹⁴

At Risk Students

The Thomas E. Mathews Community School in Yuba County, California serves high-risk juvenile offenders, many of whom have learning disabilities. The school switched to Waldorf methods in the 1990s. A 1999 study of the school found that students had "improved attitudes toward learning, better social interaction and excellent academic progress." ¹⁵ This study identified the integration of the arts "into every curriculum unit and almost every classroom activity" of the school as the most effective tool to help students overcome patterns of failure. The study also found significant improvements in reading and math scores, student participation, focus, openness and enthusiasm, as well as emotional stability, civility of interaction and tenacity. ¹⁶

Ida Oberman, author of *The Waldorf Movement in Education from European Cradle to American Crucible 1919–2008*, is so convinced that Waldorf holds answers for urban school reform that in August she launched a Waldorf-inspired school of her own: the Community School for Creative Education in nearby Oakland, California, now in its second year of operation (Oberman, 2010)

While most Waldorf schools are elementary, the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school four years ago at the George Washington Carver School of Arts and Science in Sacramento, California. Test scores have since risen dramatically: In 2008, 67 percent of 11th-graders scored "far below basic" or "below basic" in English; in 2011, just 12 percent did.

The most comprehensive research to date on North American Waldorf graduates spanned 60 years of US and Canadian Waldorf high school graduates, from 1943-2005 produced these results. ¹⁷

WHERE DID THE RESPONDENTS ATTEND COLLEGE?

20 Colleges and Universities Most Frequently Attended by U.S. Graduates

1. Oberlin College (incl. music conservatory)
2. University of California, Santa Cruz
3. Hampshire College
4. Boston University
5. University of California, Berkeley
6. Temple University
7. Smith College
8. New York University
9. Emerson College, Boston
10. Elmira College
11. Wheaton College
12. Wesleyan University
13. University of New Hampshire
14. Earlham College
15. Bennington College
16. Adelphi University
17. Sarah Lawrence College
18. Santa Rosa Junior College
19. Goddard College
20. Cornell University

20 Colleges and Universities Most Frequently Attended by Canadian Graduates

1. Capilano College
2. Simon Fraser University
3. University of British Columbia
4. University of Toronto
5. Camosun College
6. Ontario College of Art & Design
7. University of Victoria
8. Burlington College
9. Carleton University
10. Concordia University
11. Dalhousie University
12. Emily Carr Institute of Art and Design
13. Hebrew University of Jerusalem
14. Malaspina University-College
15. McGill University
16. Memorial University of Newfoundland
17. NSCAD University
18. TEC de Monterey, Mexico
19. West Coast College of Massage Therapy
20. Toronto School of Homeopathic Medicine

WALDORF GRADUATES EXCEED GENERAL U.S. POPULATION IN HUMANITIES AND SCIENCE MAJORS

Declared Majors	Waldorf Graduates between 1991–2002	General U.S. Population between 1991–2002
Arts & Humanities	39.8%	14.6%
Social & Behavioral Sciences	29.9%	10.9%
Life Sciences	9.9%	6.2%
Physical Sciences & Math	2.8%	2.0%
Engineering	1.8%	6.4%
Computer & Information Sciences	2.5%	6.1%
Education	2.1%	7.3%
Business & Management	4.6%	19.3%
Health	5.6%	11.6%
Other Technical & Professional	0.4%	9.7%
Vocational & Technical	0.7%	4.4%

Perhaps the most significant support for Waldorf education comes from an unlikely source, findings from the brain sciences and the emerging field of Mind, Brain and Education (MBE). MBE is a program cofounded by one of the central figures in modern holistic approaches to education, Howard Gardner. The primary goal of this initiative as defined by another of the founding members, Kurt Fischer is “to join biology, cognitive science, development, and education in order to create a sound grounding of education in research” (Fischer, 2009, p. 3). MBE is a growing field that holds promise for holistic educators (Sousa, 2010; Tokuhamma-Espinosa, 2011) and is especially compatible with Waldorf education. . 18

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools. Syringa Mountain School is working with Boise State University and the Pesky Learning Center to provide this research base as the school is launched (**Appendix E**).

Why the Wood River Valley?

Current research continues to add greater credence to this unique three dimensional, well rounded view of human development- the development of children’s mental, emotional and physical capacities; also called thinking, feeling and willing; heart, head and hands. Utilizing this cutting edge research, Syringa Mountain School intends to serve as an education innovation incubator for the Blaine County School District and other Idaho school districts.

While the Blaine County School District provides a number of excellent educational choices to parents and families. Syringa Mountain School proposes a significantly different educational choice that is not presently available and is in demand both locally, nationally and internationally. The Syringa Mountain School, will educate children of the Wood River Valley with a Waldorf inspired curriculum, a biodynamic farm experience and an empowering wilderness skills program, thanks to a cadre of committed and visionary staff and parents. The school will initially offer Kindergarten through 5th grade classes, expanding through 8th grade as the school population grows.

Typically, Waldorf education is only available in private school settings, accessible only to those in the upper economic echelon of our society. We strongly believe that education inspired by Waldorf methods and curriculum should be made public and tuition-free so that all who wish to attend have the option to do so, regardless of their socioeconomic status. In this way, we can ensure social justice in school choice. In addition, Hailey, Idaho is the ideal home for a public school where Waldorf and sustainable living methods are practiced; Syringa Mountain School reflects and represents the values of a growing population in our community.

Who Syringa Mountain School will serve

Syringa Mountain School is planned to open the fall of 2014, with students in Grades K–5 the first year and adding additional grades each subsequent year through 8th grade. The school will be located within or near the city of Hailey, Idaho. The school will be available to all Idaho students

with a primary attendance area consisting of Blaine County School District No. 61. Syringa Mountain School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs.

How student and school success will be defined

Syringa Mountain School will provide an exceptional, time-tested and research-based, educational experience for students. By supporting the local need for Waldorf methods and sustainability in a public school setting, the school will inspire and educate families in our area. We define success to include:

- **Achieve a three star rating or higher through the Idaho State Department of Education Statewide Accountability Rating System.***
- **Educate students able to compete academically with their public education counterparts.** By the end of 8th grade, SMS students will equal or surpass their counterparts as measured by State assessments.
- **Institute a Thriving and Complete Waldorf-Inspired Program (pre-K - 8):** Ensure that all Waldorf-inspired programs are in place and thriving, and that all teachers are Waldorf-trained.
- **Model of Financial Stability:** Create the conditions for a productive and stable revenue flow to the school, ensure that teachers and staff are fairly compensated, all programs are properly funded, and a school campus is affordably financed.
- **Foster Effective Communication within our School Community:** Develop systems and mechanisms to enhance communication within the school community.
- **Nurture an Engaged, Waldorf-Inspired Community Committed to Sustainable Volunteerism:** Organize and promote the active participation and collaboration of parents and others in a way that taps but does not exhaust all parents in the community.
- **Design and Build a Beautiful, Eco-Friendly Campus:** Ensure that the new campus is built to enhance and teach about sustainability, and that it contains all the spaces needed to advance a vibrant, Waldorf-inspired curriculum.
- **Involve SMS within the Blaine County Community:** Reach out to the broader community to 1) enhance the school's image, 2) broaden its funding base, and 3) increase mutually beneficial collaborations and partnerships, 4) expand the uses of the school campus making it available to community groups and schools and 5) educate county residents about the merits of Waldorf-inspired education.
- **Create a Biodynamic Farm and Wilderness Education Program:** Develop a farm-based curriculum that teaches the principles of biodynamic farming, and that uses the school campus for hands-on farming and wilderness skills experiences for all students.
- **Inspire** children to live engaged and successful lives, prepared to meet the demands of their world as educated and responsible human beings.

*In addition to the State growth and achievement measures, student achievement will be additionally measured and evaluated using the variety of methods indicated by the Waldorf education model such as whole child rubrics, portfolio reviews, parent teacher conferences, and narrative report cards.

These multiple measure, formal and informal approach to assessment is a critical component to schools employing Waldorf methodology. In a recent study, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in Kindergarten and the early primary grades followed by higher levels of advanced performance by the 8th grade.² This study as well as numerous earlier studies, suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education.

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools. As holistic education grows in the public sector, there is the need to support the approach as reliable and valid. SMS is working with Boise State University and the Pesky Learning Center to provide this research base as the school develops **(See Appendix E)**.

Mission: Cultivating the Head, Heart and Hand.

Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.

Vision

Syringa Mountain School will be a highly sought after public school providing a rigorous integrated educational program through a whole-child approach to learning. By integrating traditional Waldorf methods and curriculum with the Idaho Common Core State Standards and Idaho State Standards, children will emerge from Syringa Mountain School with a life-long passion for learning, well prepared for the transition into other academic programs, as creative thinkers, engaged citizens with a strong work ethic, and prepared to become stewards of the earth and its many diverse communities.

Syringa Mountain School will embrace the key aspects of the local sustainability movement, providing students and their families with an increased connection to their local environment. By utilizing the rich community resources of Blaine County and through ongoing cultivation and development of the school's garden and farm, all children will be enabled to deepen their connection with the earth, self and community.

As a result of attending Syringa Mountain School, students will demonstrate

- Reverence and stewardship for self, others and the earth.
- Creative and imaginative thinking.
- Critical thinking and good judgment.

- Literacy.
- Responsibility and self reliance.
- Lifelong learning.

TAB 2 PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER

Proposed Operations *Organization: Ref. Idaho Code 33-5204(1)*

SMS is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Articles of Incorporation for SMS were filed with the Secretary of the State of Idaho July 10, 2013. SMS obtained a Employer Identification Number 35-2450616 on 7/24/2012. The 501(c) (3) application was received by the IRS on September 26, 2012 (See Appendix A), and is anticipated to be approved late July 2013.

A. Founders

Our vision for a charter school using Waldorf-trained teachers and Waldorf methods began three years ago. The Wood River Valley is home to one of only two Waldorf schools in Idaho. For the past 7 years, a non-profit private school located in Bellevue, Idaho, The Mountain School, has educated children of the Wood River Valley. With the downturn in the economy over these past three years, the school is slated to close its doors. A group of interested, passionate and active parents and staff began to investigate founding a public Waldorf school that would bring this methodology into the public arena. Through their research, they uncovered the national burgeoning public Waldorf charter school movement and began communicating with schools in Colorado, California, Washington and Oregon. Recognizing that traditional school settings work well for most children but not all, this group is now presenting this petition to diversify the educational opportunities for students and parents in the Wood River Valley through establishing Syringa Mountain School.

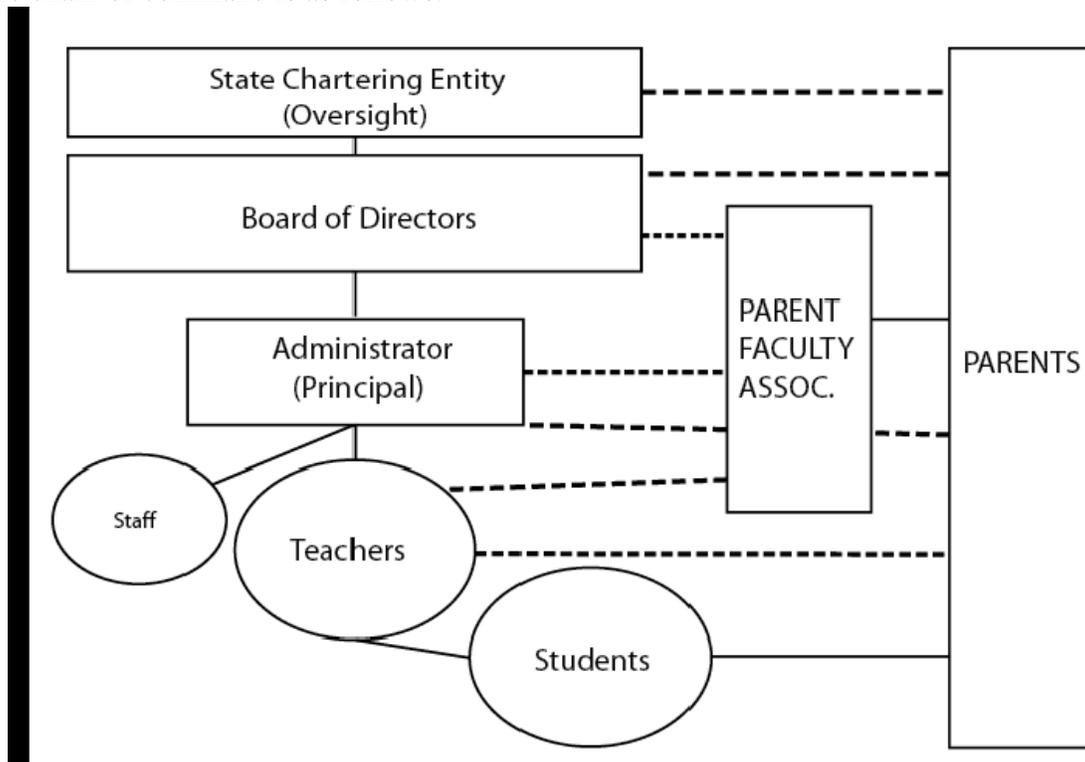
The Founders of Syringa Mountain School represent a larger group of interested and committed parents, educators, and community members (See Appendix D).

B. Board of Directors

The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to SMS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the SMS Corporate Bylaws addressing the Idaho Open Meeting Law. Upon approval, members of the Board are deemed public agents to control SMS. The Board has all the power and duties afforded to a board of directors. SMS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

C. Organizational Flow Chart

SMS will function as a non-profit organization, organized and managed under the “Idaho Nonprofit Corporation Act,” as outlined in SMS’s Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The organizational chart (from American Heritage Charter School) above includes, but is not limited to, the following details:

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation’s business.
2. The Board will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, programs, or curriculum.
3. The Board will, when necessary, adjudicates disagreements between parents and the administration.
4. The Administrator/Designee represents the Board as the liaison between the Board and SMS community.
5. A committee, not to exceed four (4) members, comprised of the Administrator/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades K-8) teachers.
6. The Administrator supervises, directly or indirectly, all employees of SMS. The Administrator will make the final recommendation to the Board concerning hiring per IDAPA 33-523.

7. The administrative staff's primary functions will be management of SMS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
 - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
 - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
 - c. foster staff initiative and rapport.
8. SMS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Administrator.

D. Operation and Maintenance of Charter School Facilities

SMS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The operation of SMS's facilities will be the responsibility of the Administrator/Designee. The Administrator/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain SMS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

E. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

Potential Effects *Idaho Code § 33-5205(4)*

Syringa Mountain School will actively recruit students from its primary attendance area, the Blaine County School District. Opening a charter school in Blaine County SMS the will directly impact the district financially.

This concern was expressed by Superintendent Lonnie Barber during the April 9, 2013 board work session focused on an in-depth examination of the proposed charter school. The May 10, 2013 Mountain Express Newspaper article captured the quote as,

District Superintendent Lonnie Barber also expressed concerns about a funding loss for the district, speculating that the majority of the charter school students would be taken from the district. "That's 120 kids that take \$5,000 each from the School District," Barber said. The Board Chair was also cited in the article as saying, School Board Chairman Steve Guthrie, who visited The Mountain School earlier that day, said: "I saw wonderful things going on. We want you to be successful, but we do have to ask tough questions

and sometimes it comes down to money.” (**Appendix M**) (The BCSD Board just passed a \$79 million budget for their 3402 student population as compared to SMS’s \$680,437 for 165 students. BCSD spends approximately \$13,009 per student compared to the state allocation of \$4277).

Notwithstanding, general agreement was expressed by the BCSD Board both formally and informally, that the unique Waldorf Methods program will offer a new opportunity for parents specifically seeking a different school choice and innovative curriculum.

In Year 1 of opening, SMS will enroll ~~have~~ a maximum of 165 students which represents 5% of the present 3402 Blaine County School District student population (Taken from BCSD website and dated September 2011. In subsequent years, if interest increases and at the rate envisioned, SMS enrollment could total 440 students, which represents 11 % of the projected 4062 BCSD student population in 2019-20. See **Appendix R** for available BCSD enrollment trends.

Presently the BCSD is a closed district. It is conceivable SMS could enroll students outside of the primary attendance area that are unable to attend the local schools even if their parents are employed in the area. Although this number is impossible to estimate, it is estimated approximately 2540 workers commute daily as referenced in the Blaine County Transportation Plan August 21, 2012.

SMS could provide some relief for present overcrowded BCSD facilities. The BCSD Board did not approve the proposed construction of a new elementary school. See September 12, 2012 article from the Idaho Mountain Express; Enrollment declines at county schools: plans for new elementary on hold (**Appendix R**).

SMS would provide an additional educational option for local private school students and home school students thereby attracting new families into the public school education arena. See **Appendix R** for attendance area map and descriptions.

A May 2012 electronic survey indicated that all but two families currently sending their children to a local private Waldorf school (slated to close prior to the new school opening), would enroll their children in the new charter school. Of the 59 survey responses returned, 57 support the creation of the public charter school and would send their children to the school (**Appendix O**).

There are numerous benefits that could be realized by both education entities. SMS has been in discussion with Superintendent Lonnie Barber about contracting with the district for services such as special education, transportation, child nutrition and testing and assessment. Although the discussions have been amicable, no formal agreements have been pursued at this time. Contracts such as these provide a more seamless service for our families who may move their children between the two school systems.

SMS has also been in discussion with the district on how SMS can benefit BCSD staff and students. **Appendix R** includes a letter of clarification to Dr. Barber and the Chair of the Board Mr. Guthrie outlining some of these benefits that had been discussed at a lunch meeting.

Additionally, it has been suggested to the Board and Superintendent that they a district liaison be provided from the district to serve on the SMS Board to facilitate mutually beneficial decisions and transparent communication.

Target Market

SMS is a school of choice open to all interested Idaho students and their families living within the primary attendance area consisting of Blaine County School District No. 61. There is a proven demand that Blaine County, Idaho needs this type of education to take the form of a public school (**Appendix N**).

The Waldorf community in Blaine County began 7 years ago as The Mountain School (TMS), a private PreK-3 school. The ratio of private paying tuition families to scholarship requesting families has reversed over the 7 years forcing the school to close its doors. SMS_anticipates attracting the families who attended the private school.

Year:	Total	Scholarships (represents any amount of scholarship)
2007-8	22	12
2008-9	29	8
2009-10	28	15
2010-11	30	15
2011-12	32	11
2012-13	39	16
2013-14	39	24 Final year of operation

Target Population and Primary Attendance Area

The school will open in the fall of 2014 initially serving kindergarten through 5th grades. The school will start with two classrooms of kindergarten (two half day programs) and one classroom each of 1st through 5th grades. Each year thereafter, as enrollment allows, an additional class will be added to each grade and an additional grade through 8th grade. All expansion decisions will be at the discretion of the Board of Directors based on enrollment demand and adequate finances and facilities.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

The new school will be located in the city of Hailey. The primary attendance area for Syringa Mountain School will be identical to the attendance boundaries of the present school district, Blaine County School District (BCSD). See **Appendix R** for primary attendance area map.

Facilities *Idaho Code § 33-5205(4)*

The SMS Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of SMS is to provide a facility in a convenient location that will

both ensure the safety and enhance the education of our students. All sites have been considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board has determined that the school would be located within or near the city of Hailey, the population center for the Wood River Valley. The Board has determined that Syringa Mountain School will open in the fall of 2014 in either leased facilities, purchased facilities or a combination thereof.

Four options are provided in **Appendix K** that will require purchase and leasing of property and portable buildings. Additionally, Option 5 consists of leasing an existing office space in conjunction with leasing the closed private school facilities are also being considered as less desirable but realistic short term options. These facilities and any future facilities will be in compliance with ADA requirements and health and safety laws.

An anonymous donation of \$500,000 has been received, greatly increasing the ability of SMS to open the school on its preferred and permanent location, even if in temporary facilities. The Board acknowledges a capital campaign will be initiated upon successful school authorization.

Option 1

The most likely option is on Aspen Street and is a 3.04 acre vacant property in the city of Hailey, Zoned General Residential which allows for schools, meaning no other entitlement proceedings would need to occur. At 3.04 Acres this site is fully self contained and would suffice for the future needs of the school. This location fits the ideals of the Waldorf principles. It is near, 100 feet from the entrance to the Draper Preserve, a public nature conservancy owned by the Wood River Land Trust. This location provides immediate access to the riparian corridor adjacent to the Big Wood River. This site is NOT in any subdivision, and thus has no covenants conditions and restrictions. It is partially treed, and is a long rectangular parcel that provides excellent street access on a relatively quiet street.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school. The site location is optimal as it is only 2 blocks from Hailey main Street, and is located between two residential neighborhoods. There is sufficient onsite and street parking to accommodate the city requirements.

We are in verbal contact with the seller, whose asking price is \$750,000 (Seven Hundred and Fifty Thousand Dollars), which we are proposing to pay as the price and suggesting either a 501(c3) charitable donation for a portion of the \$750,000 and or seller financing for 50% of the price on a three-year note at 5% interest only.

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be \$2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 2

On Woodside Blvd, this 3.44 acre vacant property in the city of Hailey, Zoned Limited Business which allows for schools, meaning no other entitlement proceedings would need to occur. At 3.44 Acres this site is fully self contained and would suffice for the future needs of the school. This location fits the ideals of the Waldorf principles. It is near a canyon that rises to the east of Hailey, and would suffice for nature walks for the students. There are two separate parcels that we would combined and are subject to a development agreement with the City of Hailey calling for .94 acres to be developed as a park. In discussions with the city planner, Micah Austin, the schools farm facilities and gardens would likely suffice this development agreement need so long as they were accessible to the public.

There is sufficient onsite and street parking to accommodate the city requirements. This site is proximate to Woodside Elementary School and presents excellent transportation capabilities.

We are in verbal contact with the seller, whose asking price is \$511,000 (Five Hundred and Eleven Thousand Dollars), which we are proposing to pay as the price and the seller appears to be willing to receive 50% for down payment and carry a three-year note at 5% interest only for \$255,500.00

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be \$2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 3

This is located on 410 West Bullion Street. These property would be great, but we defined the status as possible because there are two different ownership groups. The .98 acre is in the city of Hailey zoned General Residential which allows for a school. The proposed contiguous leased ground (2-3 Acres) is in Blaine County and would be contemplated as our farm a garden area. The county Zoning permits this use.

This site would total 3.98 acres. Currently 410 W Bullion Street has 3 residential dwellings which would likely be leveled. The county property is vacant currently. If the 410 W Bullion Street property is purchased and the grounds contiguous are leased, this should be sufficient for the future needs of the school.

This location fits the ideals of the Waldorf principles. It is nearly river front property, adjacent to walking easements allowing access to the Draper Preserve and Lions Park. This location provides immediate access to the riparian corridor adjacent to the Big Wood River. This site is NOT in any subdivision, and thus has no covenants conditions and restrictions. It is partially treed, and is relatively square parcel and provides excellent street access from West Bullion. There is sufficient space to accommodate the three modular classrooms that are contemplated.

This site addresses the need for parking with the city of Hailey. At Lions Park, over 100 cars can be parked in proximity to the location.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school.

We are in verbal contact with the seller of 410 W Bullion, whose asking price is \$698,000 (Six Hundred and Ninety Eight Thousand Dollars). On the contiguous county parcel, we are in contact with the owner's agent and the annual rents are anticipated to be minimal less than \$5000 per year. The challenge of this site is that we lack the current capital to purchase 410 W Bullion outright and the seller is not in a position to finance the sale. Furthermore, we have two owners to negotiate with as opposed to just one entity for our other choices.

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be \$2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 4

This is located at 1970 Woodside Blvd. A Total of 2.88 Acres with existing 20,000 square feet (approximate) shell of a building as well as an aged metal building that covers three tennis courts and is approximately the same size. The zoning is Limited Business and allows for a school.

The challenges surrounding this location are the cost to finish the building. We have preliminary budgets of \$1.5 Million to complete the necessary improvements, not including the swimming pool that is part of the building. Furthermore, we would need to scrap some unfinished foundations on the south portion of the property. We would need to have a capital campaign to raises the funds required for this site.

These property would be great, but we defined the status as possible because of the expenses associated with its acquisition.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school.

We are in verbal contact with the seller of Copper Ranch, whose asking price is \$799,000 (Seven Hundred and Ninety Nine Thousand Dollars). We have the room for temporary structures if the building or capital is not raised in time for our opening in September of 2014.

Option 5

The last option would be to lease an existing office/motel building temporarily while leasing the closed private school facilities for limited class sessions. A large part of SMS's curriculum is delivered through and using a farm, garden and wilderness setting. Office buildings typically have not had any yard or grass areas included. The Mountain School is located on 2 1/2 acres with an existing classroom building that can legally accommodate 40 students. An additional classroom inside the main home was used for a preschool and can accommodate 10 students. The property is located on the north end of Bellevue, but on the southern boundary of the city of Hailey. Due to the occupancy restrictions, the Board has discussed the possibility of leasing the

property for two smaller classes with the remainder of the school located in a separate location. They have also discussed using the campus to deliver the farm and garden curriculum having two classes of students spend the day at the site each week. One office and one motel are being considered. Because these are leased, the Commission staff indicated we would not need to complete the facilities template at this time. **Appendix E** includes a letter from the owners of The Mountain School indicating their willingness to lease the facilities. Appendix E also includes two emails discussing possible lease arrangements.

The lease of the school would include as follows:

- (1) Facilities, all currently utilized by The Mountain School:
 - (a) School Building, 2,000 sq. ft.
 - (b) Office, 400 sq. ft.
 - (c) Pre School Room, 300 sq. ft.
 - (d) Farm Yard, Garden, Playground, 1/2 acre
 - (e) Parking Lot
- (2) Term of one year with option to extend for three years,
- (3) Monthly rental rate equal to the market rate, currently approximately \$1,000,
- (4) SMS will pay all utilities

Administrative Services Idaho Code § 33-5205(4)

SMS plans to remain viable based on a solid management structure representing all levels of constituents and strong leadership. In addition, SMS believes that recruitment and retention of highly qualified and committed faculty and staff are absolutely necessary for long-term sustainability.

A. Relationship with the authorizing chartering entity:

SMS will report directly to the authorizing entity, the Idaho Public Charter School Commission. The Board of Directors will serve as the liaison between SMS and the authorizer Idaho Public Charter School Commission.

B. Staffing plan/number of employees.

In the most likely budget scenario, SMS will be staffed initially with 6.5 teachers, 1 paraprofessional and one full time administrator.

C. Administrative services

Administrative services for the school will be provided by the school Administrator (state certification required), with support from the Board of Directors. The school Administrator will be a full time position. An administrative assistant will complete paperwork and required reporting, in addition to other duties. Oversight will be provided by a contracted business manager and accountant to manage the school's fiscal affairs. As the student population grows and financial allocations from the state increase accordingly, a full time business manager will be hired. An independent financial audit will be performed each year by an independent auditor not affiliated with SMS.

D. The Administrator

The Administrator shall assume broad responsibilities concerning but not limited to:

1. Curriculum, instruction, and assessment
2. Instructional materials and supplies
3. Resource allocation
4. State charter school requirements
5. School-wide community building
6. Special services
7. Contracted services
8. Disciplinary support
9. Public and media relations
10. Business and community partnerships
11. Professional development
12. Employment and personnel issues
13. Enrollment and attendance
14. Staff evaluations
15. Facility conditions
16. School climate

E. Operational and reports

Annual financial reports will be presented to the Board of Directors. The Administrator will also serve as the liaison between SMS, parents, and SMS's Board of Directors. The Board of Directors will report the results of the audits to the Public Charter School Commission. Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, fees (where appropriate), and donations. The SMS Board is ultimately responsible to its authorizer, and at least one members will be present during every meeting of the authorizer for which SMS is on the agenda.

F. Services

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

G. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

H. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board. (Draft calendar **Appendix T**)

I. Holidays/Commemorative Day

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

J. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level.

K. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Administrator/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and SMS policy.

L. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance: The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom SMS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish

to SMS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

1. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of SMS; and
2. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

M. Day-to-Day Operations

The Administrator, in coordination with the SMS Board of Directors, will determine the day-to-day operations of SMS. Please refer to the budget figures in Appendix G and H for staffing numbers.

N. Insurance for Liability and Property Loss

The Idaho Public Charter School Commission, Idaho State Department of Education and the Blaine County School District shall have no liability for acts, omission, debts or other obligations of SMS, except as may be provided in the Charter.

Syringa Mountain School-will procure and maintain a policy of general liability insurance and errors and omissions insurance. SMS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, in the instance of leased facilities, both the facility provider and SMS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name SMS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and SMS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. A copy of the proof of insurance will be given to the authorizer each time it is renewed for continuous coverage.

Pursuant to Idaho Code § 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of SMS. SMS will have the same role as traditional public schools in matters of civil liability. The appropriate insurance and legal waivers of liability will be obtained from outside groups using SMS facilities.

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

TAB 3

DEFINITION OF AN EDUCATED PERSON, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PROGRAM GOALS, EDUCATIONAL THOROUGHNESS STANDARDS, SPECIAL EDUCATION SERVICES, DUAL ENROLLMENT

EDUCATIONAL PHILOSOPHY

“I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America... Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.”—Elliot Eisner, Professor of Education at Stanford University and former President, American Association for Educational Research ²⁰

Waldorf education is built upon enduring human traits and needs, making it just as relevant today as it was in Steiner’s generation. Our global society faces progressively more complicated political, social, economic, scientific, health, and environmental challenges. There is an undeniable urgency to educate our children for the 21st century. A seismic shift is underway as we move from a society built on the logical linear, computer-like capabilities of the Informational Age to the inventive, empathetic, big-picture capabilities of what is taking its place- the Conceptual Age. ²¹ Students must become expert communicators and decision makers. ²² We must prepare our future generations to thrive in careers we can’t even imagine will exist, and Waldorf education is uniquely positioned to meet this need.

DEFINITION OF AN EDUCATED PERSON

Definition of an Educated Person

Syringa Mountain School draws upon a time-tested yet innovative educational tradition. Our definition of an educated person in the 21st century is derived from this context. ¹⁹

An educated person must demonstrate:

REVERENCE AND STEWARDSHIP: A sense of reverence empowers students with the ability to develop an understanding and appreciation for the interdependence of all life. Students with a strong sense of reverence reflect this knowledge through conscientious respectful actions involving themselves, other people, and the world around them. They have appreciation for truth, beauty and the world. They connect with others. They are compassionate, communicative, grateful, and strive to build interdependent relationships, which positively impact the world.

CREATIVE AND IMAGINATIVE THINKING: Creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities and show willingness to take reasonable risk.

□ CRITICAL THINKING AND GOOD JUDGMENT: Critical thinking and sound decision-making empower students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Critical thinkers and wise decision-makers analyze and evaluate information while still honoring their intuitive capacities. They think through solutions and alternatives and explore new options if their approaches don't work. This often entails working well with diverse peoples to make reasoned, ethical decisions and take purposeful action.

□ LITERACY: Literacy empowers students with the ability to read, write, listen and articulate in compelling ways. Literacy goes beyond the traditional meaning to also include people who are mathematically competent, scientifically and technologically adept. They develop their creative and physical abilities as well.

□ RESPONSIBILITY and SELF-RELIANCE: A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible people take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities and have a *can-do* attitude. They follow-through on commitments and honor their word.

□ LIFE LONG LEARNING: Students in the 21st century must be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people if they are to know how to best learn and therefore thrive in an ever-changing world.

How Learning Best Occurs

At the core of SMS's educational program is the conviction that education is an art as well as a science. Each child is regarded as an integrated being whose physical, emotional, and intellectual capacities will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson engages the student's needs for doing, feeling, and thinking. In addition to the core academic areas, additional specialty subjects are crucial to the program. For example, music, movement, visual and performing arts, practical and expeditionary activities are all integral to the curriculum.

The sequence, timing, and presentation of the curriculum are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood. Instruction is organized using a schedule, which includes *Main Lesson, Practice Periods, and Specialty Subjects*. The breadth of Specialty Classes, combined with the depth of Main Lesson, and the reinforcement of Practice Periods creates a curricular offering reminiscent of a *renaissance-based* education.

The founders of SMS believe that a Waldorf-based program has distinctive features that create an environment where learning best occurs:

Specially Tailored Curriculum:

As a public charter school, SMS blends Waldorf inspired methods and curriculum with the Idaho Common Core State Standards and Idaho State Standards. The result is an integrated, rigorous and relevant curriculum with these unique features:

Age-Appropriate Schooling:

SMS's developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewey. ²³ In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent. ²⁴ SMS's methods are, whenever possible, aligned with these developmental windows.

The Teacher:

SMS teachers understand the word *educate* is derived from the Latin word *educare*, meaning “to bring forth” or “draw out.” Teachers create a classroom environment where each student is honored, allowing learning to be free from inhibition or fear. This also enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

Teacher Looping:

A core principle of the school's program is that a cohort of students' moves through multiple grades together with the same class teacher in a process called *looping*. The class teacher, while not the only teacher with whom the group has contact, is the adult who acts as class guardian. The class teacher provides leadership for the class and continuity over several years of development. The resulting connection between student and teacher acts as a guarantor for student well-being, while placing an emphasis on relationships as a means for learning. Mutual respect leads to trust and strong relationships. Renowned educational researchers have cited specific advantages to the looping model, including the following:

- Instructional time is maximized
- Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is *impossible* to achieve in a single year
- An emotional and intellectual climate that encourages complex thinking, risk-taking, and involvement
- Improved standardized test scores ²⁵

Rhythms in Learning:

The Waldorf-inspired approach sees consistency as a vital element of learning. During the school day the rhythm of learning ebbs and flows. There is a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. ²⁶ Rhythms extend beyond the classroom walls on multiple levels. For instance, the school's master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, when their brains are particularly alert. Another example of school wide rhythm is the celebration of the seasonal festivals, which provides a natural sense of continuity and connection. Parent-partners are supported in their efforts to establish clear and predictable patterns on the home front as well (bedtime rituals, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts,

students are provided with a strong and secure foundation that fosters healthy development and resiliency.²⁷

The Role of the Arts:

The arts are integrated throughout the school curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students' emotional life. For this reason, study of the arts is central to the program. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. The arts stimulate the various intelligences in each student.²⁸ Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes.

Research has proven that students who study the arts consistently perform better in academic pursuits.²⁹ Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years these students were as good at math as those who had stayed in the standard curriculum, and even better at languages. Researchers also found the music students to be more cooperative with one another.³⁰

A study conducted by Dr. Carrie Norlund found students who were educated with Waldorf-based arts integration reported numerous benefits, including divergent thinking, internalized knowledge through on-going visual stimuli, emotional intelligence, balance, self-perception, creativity and strength of will. ³¹

A recently published report on Neuroeducation calls for the use of music and the arts, not as a means of enrichment, but as a means of building cortical circuits critical for success in writing, reading and mathematics (Hardiman, Magsamen, McKhann, & Eilber, 2009).³²

Learning from Whole-to-Parts:

The learning process is integrated and holistic so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of *Main Lesson*.

Story and Ethics:

Another key feature of the SMS learning program is *storytelling*. Stories direct attention to personal experience, thereby increasing students' "intrinsic" motivation to learn, as well as their sense of ethics. SMS teachers tell stories *from the heart* and in *their own words*. During Main Lesson teachers recite compelling stories to students of all ages. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

In his book, *The Literary Mind*, cognitive scientist Mark Turner writes that stories are fundamental instruments of thought.³³ Stories are important cognitive events because they encapsulate information, knowledge, context and emotions into one compact package. ³⁴ The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way. The integration of art and writing with learning stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories.

Teaching through stories has been proven to equip students with deep empathy and strong ethics.³⁵ The pedagogical story is used in Waldorf education to give children strong moral pictures. This has proven far more effective than moralizing, confronting or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. An American study found that Waldorf-educated students scored significantly higher on a test of moral reasoning than students in traditional high school *and* students in a religiously affiliated high school. Waldorf students are also far more likely to voice opinions based on sound principles.³⁶ In his well-known books on the development of a moral and spiritual intelligence in children, child psychologist Robert Coles stresses an immersion in moral stories. ³⁷

Preservation of Childhood:

To ensure optimal learning, the school prioritizes the preservation of childhood. Premature intellectual demands are avoided and skills are introduced at appropriate ages; fostering a cooperative non-competitive environment. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, appropriate autonomy and a wholesome environment. ³⁸

Imagination at Work:

As advocates for childhood, SMS works to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a recent study by the Kaiser Family Foundation, by the time the average child reaches 7th grade he spends more time with media than with parents, physical activity, homework, and chores combined. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being.³⁹ Research indicates children use less mental effort when processing information from electronic media than they do from print. The concern is that children who are exposed to heavy doses of electronic media may never learn to process information in the complex way that facilitates creative achievement.

Healthy Nutrition:

Nutrition and schooling performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As a result, we have strongly established school-wide nutritional guidelines to improve learning and to embed positive lifelong habits into the educational environment.

Physical Activity:

The qualities of physical fitness and health enhance the students' welfare and academic achievement. Each child is encouraged to rise to his/her individual physical potential. Movement activities, dance and other forms of creative physical expression are infused into the everyday curriculum as well as meaningful work through the garden and farm lessons. To the greatest extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement.

Parental Involvement:

Parent participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement.

Active parents strengthen the school on many levels. As a charter school the individual skills, talents and interests of the parent body are resources which the school depends on. Additionally, strong partnerships with parents bring greater meaning and purpose to education by integrating the children's school life into their family life and into their community.

Successful parent involvement requires ongoing parent education. Parents organize and attend lectures, book talks, support groups, school festivals and class meetings—all of which focus on child development as well as specific aspects of the educational program. The school community is further connected through optional seasonal programs and festivals.

Safe Environment:

Effective discipline is essential to the learning environment. Students need to feel safe and protected in order to be free to learn. To ensure this, age-appropriate behavior expectations are insisted upon. A positive but firm approach to discipline allows students to be gradually led towards self-discipline. SMS teachers are confident authorities who exercise strong leadership creating a healthy environment worthy of imitation. SMS understands that discipline is about teaching versus punishing. Compassionate Communication (**Appendix U**) and Teaching With Love and Logic are the researched based discipline models used (**Appendix U**).

EDUCATIONAL PROGRAM

Syringa Mountain School's curriculum places equal emphasis on a strong academic foundation, artistic expression, social development, and attention to the needs of each child. According to William Butler Yeats, "Education is not the filling of a pail, but the lighting of a fire." Waldorf education engages a child's intellect, imagination, will and sense of aesthetics. How a subject is taught is equally important as what is taught, hence the use of movement and arts in the curriculum. The research-based, time-tested pedagogical methods designed by Dr. Rudolf Steiner are at the heart of this mode of education. Waldorf methods inspire student volition, inquisition and creativity because classroom activities involve three key areas—the head (thinking), the heart (feeling) and the hands (willing). 40

Some introductory highlights of the Waldorf approach to teaching:

Music, art, and movement are greatly employed in the learning process. Those emphasized are dance/eurythmy, water colors, flute/recorder and in later years violin/cello, songs in the round, knitting and crocheting, wood carving and nature crafts.

- Story-telling is used to awaken imagination, build vocabulary and oral language, retain attention and teach subjects such as math, history, geography, social studies, writing and reading.
- Emphasis is put on nature and environmental stewardship. Children will spend much time outside exploring the world around them gaining a deeper understanding of science and nature studies.
- Children are taught real-life tasks such as housekeeping, cooking, fiber arts and gardening.
- Technology is de-emphasized in the early years at school and at home. Parents of enrolled children will be expected to greatly limit their children's exposure to computers, TV, and video games.
- Spanish immersion begins for students in first grade.
- Teachers follow their students from first grade until middle school. This allows teachers to develop a stronger relationship with their students, giving them the knowledge to create curriculum based on their students' needs and strengths.
- Main lessons (which include all traditional subjects) are typically taught in 6 week sessions. Children gain a deep and personal relationship with the material therefore retaining it longer.
- Seasonal studies and festivals are taught and celebrated throughout the year.

The Waldorf method of education offers an academically rigorous curriculum presented in a developmentally appropriate and arts-integrated context. By combining elements of a traditional Waldorf curriculum, sustainable living, and Idaho State Standards and Core Standards, students will excel academically and transition gracefully into upper level public high school settings.

Research Based Education:

In his landmark book, *What Works in Schools: Translating Research into Action*, Dr. Robert Marzano asserts that we could be on the brink of unprecedented effectiveness for the public practice of education if we are willing to implement what is known about effective schooling. His basic position is simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by research.

Marzano's research has important implications for SMS and the broader Waldorf public charter school movement. The latest research in educational neuroscience establishes strong linkages between high student achievement and Waldorf-inspired methods. In fact, Marzano's own research confirms that the use of certain practices used in Waldorf schools, like teacher looping, summarization, and interdisciplinary teaching allow children to excel on a variety of assessments, including standardized tests. ⁴¹ As educators and their allies implement what they are learning from brain research, Waldorf charter schools will both benefit from and contribute to educational reform.

Specifically, we anticipate a steady stream of interest in our unique program, and we will embrace opportunities to disseminate best practices.

Overview of the Curriculum Content

Reading research

Waldorf education approaches reading instruction from a different perspective so that instruction is synchronous with the development of the child. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words; that is, the child must form an inner picture of what he or she is reading so that comprehension and vocabulary develop. The rich life of the imagination is most potent in a child during kindergarten and the early primary years. And this is also the age at which the child's sense for the sound and rhythm of language is at its peak. Additionally, the foundations for reading are built through areas such as writing and drawing, oral storytelling, memorization, and sensor motor skill development. Reading instruction begins in Kindergarten.

From Common Myths about Waldorf Education: Reading

“Is it true that Waldorf students are not taught to read until second grade?”

“No! Learning to read is an entire process with many contributory facets, and Waldorf Education undertakes reading instruction in almost the opposite way that it is introduced in most schools across the nation. Indeed, the foundation for reading instruction is laid already in the kindergarten.

In the United States, the mainstream approach to reading has been to introduce decoding skills as the first step in the reading process. This entails memorizing the alphabet and its corresponding sounds through repetitive drills and then linking these sounds together to read simple words and sentences. This is the approach that is built into early readers. You probably remember: "See Dick run. Run, Dick, run. Run, run, run.", or some similar type of reading material when you were in school. Because the content of these early readers must be very simple to restrict words to those that can be easily sounded out, teachers are forced to wait until the middle and upper elementary years to work on more sophisticated texts. Then teachers must work hard to improve comprehension since the pupils at this age have already moved beyond the phase of where imaginative thinking is at its peak.

There is a second concern about teaching reading skills in this sequence. This approach is difficult for many young children because, in many cases, their eye muscles have not matured to the point where they can track properly on a page. Thus, a number of children will be labeled as slow or remedial readers simply because their eyes may not have matured as early as other children.

Waldorf Education approaches reading instruction from an almost opposite direction specifically so that instruction is synchronous with the development of children. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words: that is, the child must form an inner picture of what he or she is reading so that comprehension develops. The rich life of the imagination is most potent in a child during kindergarten and early elementary years and is present at the same time that the child's sense for the sound and rhythm of language is at its peak.

To capture these capacities at the time that they are most present in the child is the rationale for a foundation of reading that begins first with spoken language. The rich language of fairy tales, the pictorial imagery of songs and poems and the desire of the young child to listen to stories and repeat rhymes and sing songs all become the basis for a language arts curriculum through which a child may come to love "the word". Imagine how much more complex and imaginative are the stories to which a child may be introduced if they are orally presented rather than through the simplistic language of a reader. Imagine how much a child's vocabulary can develop from listening to the content that the teacher brings. Imagine also how much more sophisticated a child's understanding (comprehension) of the world can become through hearing the rich and complex language in the teacher's presentations and stories.

For all of these reasons, Waldorf students will be given a strong foundation in comprehension, vocabulary and in the sounds and meanings of their native tongue. Then students will be introduced to writing and spelling the letters and words that are part of their stories. And, as a final step, the students will read from their own texts describing the stories that they have heard. In this way, students have the proper time to develop all of the skills that are part of the complex skill of reading at the time when it is most appropriate for them to do so. When reading is approached in this way, children become voracious readers who love and understand what they choose to read.” 42 **

Approach to Literacy:

As with all good teaching, we build from the known to the unknown when it comes to literacy. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—*oral language*.

The first grade child learns how to write and then read what he has already learned to say. This builds upon his assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways. Story, art, music, movement, sculpture, vivid language, and other creative learning strategies are used to integrate the senses and inspire students. As a result, the students' motivation and joy in learning are significantly raised.43

Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. This work is done during Main Lesson and practice periods. Current educational research 44 including several longitudinal studies, demonstrates that such an approach to literacy is highly effective.45

Learning to Read:

SMS uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher's own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know dozens of sight words. Most will clearly understand that letters represent sounds, which form words, and that these words can be used to say fun, creative, and powerful things on paper. They will be able to listen attentively and concentrate for more than 30 minutes at a time. Such control is a remarkable milestone and translates into proven future academic success.46

Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and fluently in the first grade year. The focus of literature is primarily on fairytales because they speak to the developmental needs and interests of this age.

By second grade, students' writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes (see below), which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently.

The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improves dramatically over the course of the year. While the approach described above is typical, other strategies may be implemented when needed.

Handwriting research:

Additionally, handwriting is key for learning, memory and creatively development. In many schools, handwriting is hardly taught any more. At Waldorf schools it is a mainstay of the curriculum throughout the elementary grades. New research shows that the fading art of handwriting can benefit children's motor skills and their ability to compose ideas and achieve goals throughout life. An article in the Wall Street Journal describes how, by using advanced tools such as magnetic resonance imaging, researchers are finding that writing by hand helps with learning letters and shapes, can improve idea composition and expression, and may aid fine motor-skill development. Another recent study demonstrated that in grades two, four and six, children wrote more words, faster, and expressed more ideas when writing essays by hand versus with a keyboard. Studies suggest there's real value in learning and maintaining this ancient skill, even as we increasingly communicate electronically via keyboards big and small. Indeed, technology often gets blamed for handwriting's demise. But in an interesting twist, new software for touch-screen devices, such as the iPad, is starting to reinvigorate the practice. ⁴⁷

Reading to Learn:

The literacy level of students begins to soar during third grade as students enter the *reading to learn* stage of their development. Students become increasingly motivated to read independently about their own interests as well as to study for school. They comprehend more fully what they've read and are equipped with an arsenal of effective reading strategies, including clarification, questioning, summarization, and prediction.

Students in the upper grades are often seen reading respected fiction, rigorous nonfiction, as well as articles from magazines and newspapers. According to current student achievement data collected through the ZOOM! project of the California Charter Schools Association, students in Waldorf-inspired schools begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above (Oberman, 2010).

Parents are informed when the delivery of the SMS curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents learn of the benefits of remaining in the school throughout the grades and long-term commitment to the school is sought. Parents are highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening.

Approach to Mathematics

In the early elementary years, math instruction flows from the whole-to-parts and is especially integrated and playful. Stories, art, manipulatives, music, mental games and movement are used to stimulate students' neural resources and to create a learning context. The primary mathematical operations are taught side by side to demonstrate their interdependence and to discourage the "one right answer" mode of thinking. Such an integrated approach to mathematics commands attention, builds-up critical thinking capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers.

The mathematics program becomes increasingly practical for the nine to eleven year-old child, when useful skills for daily life are strongly emphasized, including: multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, farm, etc. In this way, mathematics is made meaningful and comes *alive*. Additionally, children of this age are challenged to make good use of their expanding capacities for personal discipline and responsibility through increased homework levels.

By the time students reach middle school their confidence as mathematicians is solidified. SMS will be careful to ensure that individual children have positive experiences with mathematics from the outset. Now equipped with a solid foundation and positive attitude, adolescents develop an affinity for the concrete nature of mathematical laws. The *objectivity* of mathematics offers them comfort during potentially turbulent years.

The curriculum meets the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students create order, think rationally, engage in logical exercises, and visualize spatially. By the time the majority of eighth graders exit the mathematics program, they are proficient in foundational mathematical skills, have been introduced to important principals of geometry, and have completed Algebra I.

Science through Observation

Science standards are taught through *observation* and *experience* of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and call upon the children to observe carefully, ponder, discuss, and write up scientific observations. The students then draw their own conclusions. Through this process, rigorous independent thinking and sound judgment are cultivated. Zoology, botany, chemistry, physics, astronomy, meteorology and physiology are presented in the upper grades.

Role of Technology

At SMS, technological literacy occurs in a specific and gradual timeframe. Technology is used as a learning tool during middle school. Before this time, it is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they become proficient in computer technology and web-based research. Many Waldorf graduates have successful careers in the computer industry (Educational Leadership, 2008).

A recent report from the MacArthur Foundation supports this approach. It asserts that we must first foster in students the social skills and cultural knowledge necessary so they may deploy technological tools properly and gain their full benefit. “Our goal should be to encourage youth to develop the skill, knowledge, ethical framework, and self-confidence needed to be full participants in contemporary culture” (Elkind, 2001).

SMS has incorporated the technology recommendations from a number of Waldorf inspired charter schools, that assess technology skills and teach them in relation to the state mandated testing requirements. With the adoption of the Smarter Balanced Assessments, technology skills will be assessed in second grade in preparation for students taking computerized assessments in third grade.

Humanities and Multiculturalism

SMS teaches students to appreciate the diverse cultures that have influenced humanity over the centuries. Children are exposed to world cultures through the presentation of the peoples, legends and literature of the world. The students gain flexibility and an appreciation of the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades and musical performances.

Significantly, it is not only through their studies that students learn to be *multicultural* and *tolerant*. The children in any class come from a variety of backgrounds. These groups of mixed religious, cultural, social, economic, and ethnic elements coalesce together into a cohesive community, which stays together for *multiple years*. In this way, SMS classrooms are microcosms of larger society. Social harmony is developed through positive peer interactions that are sustained over time.

The net result of our multicultural curricula and intimate educational environment is an especially inclusive schooling experience. Waldorf education was commended by the *United Nations* for promoting peace and tolerance in impactful ways (Hart, 2001).

Foreign Languages

Foreign Language usually begins in first grade, giving children insight into and familiarity with another language and culture when they are especially primed to absorb this. Through the grades, the foreign language program expands to include reading, writing, grammar and conversation so students become increasingly proficient in at least one foreign language. Spanish will initially be taught to all students across the grades. A second foreign language may be introduced at a future date. Aspects of other languages (e.g., Latin, Greek, Hebrew, and Japanese) are also woven into the curriculum.

Music

Music is a central component of our curriculum and is found in every classroom. Instrumental music practice begins in first grade, with flutes and recorders that are stored in cases the students knit themselves; as early as third grade students learn an orchestral instrument, usually the violin.

Practical Subjects

Practical work such as crafts, woodworking, and handwork (handicrafts) are brought to the students using natural materials. Research confirms that optimal brain development is founded on refined motor development. Learning to knit, crochet, sew, whittle, etc. develops the motor skills that enhance intellectual development, concentration, coordination, perseverance, and imagination (NY Times, 2009) Students also have hands-on experiences building shelters, gardening, caring for the animals and cooking.

Such practical learning builds on the students' innate sense of *wonder* and *awe* at nature. For instance, in gardening they observe seeds, the young seedlings about to be transplanted, the young plants with leaves reaching for the sun, the developing plant with flowers, and the mature plant with its fruits, vegetables or roots for harvest. Students also observe the circle of life by watching the older, dying plant with its seeds and then its transformation through the composting to rich soil to nourish new seeds.

Interdependence and Stewardship:

Another primary goal of the practical curriculum is to instill in students a deep understanding and respect for the interdependence between humans and the natural world. Students appreciate that every action impacts the environment, and that their choices have significant consequences for the natural world and other human beings. Students engage in learning experiences and activities that cross curricular boundaries, promoting a strong sense of environmental stewardship, community responsibility and service learning.

Will and Work Ethic:

Practical responsibilities increase as the children become more capable. Over each year, expectations for sustained and focused work become more apparent. The practical offerings instill positive life habits such as responsibility, hard work, and appreciation for others' labor. Developing the will and drive to complete practical hands-on projects in turn fosters a sense of accomplishment and pride.

Physical Education and Games

A wide variety of age-appropriate physical education classes and games will occur. They are an integral component of the educational program and promote spatial awareness, healthy group dynamics, and physical health.

The Curriculum Framework is provided in **Appendices W**.

Instructional Strategies

Main lesson

During *Main Lesson*, there are three distinct stages of learning:

□ *Stage One* generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part*. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.

□ *Stage Two* usually occurs the next day. After literally “sleeping-on” the previous day’s content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies.⁴⁸ Research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes “owned” and “reconstructed” in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is seen as an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep.⁴⁹

□ *Stage Three* may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage there is emphasis on promoting deep understanding at the conceptual level through the use of critical thinking strategies. In the example above, the sixth grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately scaffolded.

Teachers work hard to present information from whole to parts and in thoughtful, thorough ways. They understand if teaching is too detached, unstructured or chaotic; students will not engage which could lead to boredom, frustration, and underachievement.

Teacher Art:

Teachers use chalkboard drawings to spark student storytelling and are inextricably linked to the learning process. Stories are how people remember. As philosopher Isak Dinesen explains, “*To be a person is to have a story to tell*” (Bitgood, 1993).

Form Drawing:

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. Students practice form drawing starting in first

grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

Concentration: The children draw slowly and with care, trying to make each shape as well done as possible. Even “simple” forms require focus.

Hand-Eye Coordination: Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.

Handwriting: Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.

Spatial Intelligence: Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

Handwork:

Handwork is a key element of the educational program, and is critical to the social-emotional, physical, and intellectual development of children. Handwork typically begins in kindergarten with finger knitting and continues with more complex knitting, crochet, cross-stitch, sewing, spinning, weaving, and wood carving as the student progresses through the grades. Individual project-based activities develop eye-hand coordination, hand strength, dexterity, fine-motor skills, and the ability to purposefully track with the eyes (which helps eliminate some reading difficulties). Recent brain research has found that using the hands in such ways opens up neurological pathways that would otherwise atrophy. While relaxing and fun, handwork also involves strong “will-activity” as it demands concentration, perseverance and problem solving.

Eurythmy:

Eurythmy may be the most distinctive course offered in some Waldorf-inspired schools. The word “*eurythmy*” stems from Greek roots meaning *beautiful* or *harmonious rhythm*. Eurythmy is a dance-like art form in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants. Eurythmy can be thought of as “visible speech or song” Eurythmy enhances coordination, strengthens the ability to listen, and promotes harmony in groups.

Homework:

Because we employ a developmentally appropriate approach to education we understand the need for young children to have the right amounts of time for structured and unstructured learning experiences. We also recognize that homework can be a valuable way to extend and reinforce classroom lessons, giving older students more practice and review time to assimilate new learning. Homework can also help students develop good study skills, discipline, and

responsibility, while providing parents the opportunity to be involved and stay current with their children's.

The Place of Textbooks:

Appropriate and carefully selected textbooks are seen as valuable resources for teachers and students. Depending on the grade and subject matter, SMS uses state-adopted textbooks as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In particular, state-adopted math textbooks are used for our standards-based practice periods. It is important to note, however, that textbooks do not *drive* decisions about what is essential for students to learn. Rather, teachers select an array of resources, including textbooks, to deliver standards-based lessons.

High-Quality Materials & Aesthetics:

High quality materials, many of which are specially designed for the curriculum, further allow students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for completing schoolwork in the classroom as well at home. In first through eighth grades specially designed main lesson books are used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials are selected or hand-made, and include wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

School Day, School Calendar and Instructional Minutes:

SMS follows a traditional school year calendar that includes a minimum of 175 days during which instruction is provided by school staff.

GOALS

As a result of attending Syringa Mountain School, students will demonstrate

1. Mastery of the traditional Waldorf curriculum adapted for public schools and aligned to the Common Core Standards and Idaho State Standards as demonstrated by student progress reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES) See **Appendix V**.
2. REVERENCE AND STEWARDSHIP as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES). Strategies for reaching this goal include science lessons delivered through daily animal husbandry and farm lessons that enable students to model and practice reverence for and responsibility to all living things.

3. **CREATIVE AND IMAGINATIVE THINKING** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include daily main lesson book compositions, daily performance and practice in painting, handwork, flute, violin and storytelling; active participation and roles in plays and festivals.
4. **CRITICAL THINKING AND GOOD JUDGMENT** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include teacher observation of student peer interactions, student work ethic, work quality and completion, and attitude.
5. **LITERACY** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES). Strategies for reaching this goal include adherence to a Waldorf inspired curriculum with strong emphasis on vocabulary development, storytelling, main lesson book creation, and taught in a developmentally appropriate manner based on student readiness.
6. **RESPONSIBILITY and SELF-RELIANCE** as evidenced by strong performance on End of Year Narrative Report. Strategies for reaching this goal include numerous opportunities for students to initiate animal husbandry and garden care, care in completion of main lesson books, attitude towards school, completion of school work and homework, social interactions with peers, self regulation. Additionally a rich array of stories with morals aligned to students' age and developmental level are incorporated into the curriculum that reinforce qualities such as responsibility, self-reliance, bravery, courage.
7. **LIFE LONG LEARNING** as evidenced by responses on student and parent survey results, and multi year performance comparisons on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include delivering all curriculum imaginatively and interdisciplinary so that students understand content in a larger context.

EDUCATIONAL THOROUGHNESS STANDARDS ([IdahoCode33-1612](#))

Mountain School Syringa will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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

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

Objectives: The Syringa Mountain School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B: Educators are empowered to maintain classroom discipline.

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

Objectives: The Syringa Mountain School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- Set a school-wide philosophy (e.g. Love and Logic, Compassionate Communication) for teachers to handle minor and major infractions in the classroom setting;
- Teach appropriate behaviors and foster responsible decision-making skills; and,
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: The Syringa Mountain School will:

- Utilize the general philosophy of the Waldorf pedagogy to instill appropriate values;
- Emphasize the importance of adults modeling important values at school;
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and,
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

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

Objectives: The Syringa Mountain School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g., e-mail, Internet, on-line learning); and,

- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills (Gardiner, 2006).

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

Goal: Develop an international citizen for the 21st century through the Waldorf pedagogy and sustainability practices where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: The Syringa Mountain School will:

- Use the Idaho Common Core State Standards and Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the Waldorf pedagogy;
- Emphasize foreign language; and,
- Teach a comprehensive health curriculum, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

Standard F: The skills necessary for the students to enter the workforce are taught.

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

Objectives: The Syringa Mountain School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills;
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments; and,
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
- Encourage sustainable living practices.
- Encourage the effective use of technology as a tool in the workplace of the 21st century.

Standard G: The students are introduced to current technology.

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

Objectives: The Syringa Mountain School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

Goal: Provide to students the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.

Objectives: The Syringa Mountain School will:

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

The Syringa Mountain School will achieve the Thoroughness Standards through its Waldorf pedagogy, curriculum and the unique aspects of the school.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

SMS will make significant effort to respond to the personal and academic needs of each child, and to identify and serve those who are academically low achieving or not meeting with success in any dimension. The school's small size, student-staff ratios, and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. This translates into a nurturing learning environment with low-stress levels and maximized success. In combination with child study meetings, students' progress is monitored regularly and by multiple educators. Frequent parent contact, interpretation and translation services are also utilized to identify students before they fail.

However, some students will invariably need additional academic or individual support. SMS has developed a plan for low academic achievers that is modeled after the *Response to Intervention (RTI)* framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

Tier I: Prevention

Tier I includes high quality classroom instruction delivered by qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students.

Tier II: Identification and Selected Interventions

Identification: In order to identify students who are not achieving at or above expected grade level, students falling below the class average on varied assessments are evaluated to determine if performance was at or below their potential, taking into account the timing of particular subject matter in the curriculum and the age of the child. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance.

Selected Interventions: Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- Utilizing other teachers for collaborative, individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. "reading buddies"
- Individualized or differentiated **math, writing, reading, and spelling** approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent /teacher communication or partnerships

Child Study: If a student does not respond to initial teacher interventions, the student is referred to the *Child Study* process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place during several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful.

Care Team: To ensure that no student "falls through the cracks" a standing committee known as the *Care Team*—comprised of staff members with particular experience and passion for student support—meets regularly to monitor progress and to advocate for students. The Care Team uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. Parent input may be solicited for the Care Team process.

The Care Team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. *The Care Team is a general education function.* All students can benefit from the Care Team, including but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues. Instructional staff that has concerns for a student can refer that student to the Care Team for consideration.

Tier III: SST Intensive Interventions

If there is little or no improvement during the first two tiers, the student will likely be referred to the Student Study Team (SST), for further assessment. The school will follow the ISDE SST processes with appropriate documentation and referral to special education assessment for services when indicated. Assistance will be requested/contracted from the Blaine County School District staff or another school district or contractor when needed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING Gifted and Talented

The curriculum inspired by Waldorf education is, by nature, multi-disciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community.

In addition to using an approach to learning that is inspired by Waldorf education, the plan for students who are academically high achieving includes:

A. Differentiated Instruction

“Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student’s areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops. For example, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the “level” needed

B. Policies and Procedures. SMS will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

C. Definition. Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

D. Identification SMS will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The school's process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and
2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and
3. The school shall match student needs with appropriate program options.

E. Strategic Plan SMS will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and Authorized Chartering Entity, plans will be reviewed annually and submitted to the Board and Authorized Chartering Entity every three (3) years. The gifted and talent plan will include the following: 1. Philosophy statement, 2. Definition of giftedness, 3. Program goals, 4. Program options, 5. Identification procedures, 6. Benchmarks and program evaluation, 7. Implementation and evaluation timelines.

F. Goals

SMS's goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and
3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

G. Oversight & Professional Development The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. The school will work with and possibly contract with the authorizer for additional program oversight and necessary staffing. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school and as part of the annual Waldorf training.

H. Parent Participation The Board understands the importance of parent participation in their child's education. Consequently, SMS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program.

Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA) Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing
2. Summary of test results
3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
4. Decision of the G/T MDT.

The confidential file will be kept by the SMS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

PLAN FOR ENGLISH LEARNERS Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)

SMS is committed to excellence in the area of English Language proficiency. We see a commitment to the arts and a culturally rich educational program as a strong foundation for all language learning. SMS anticipates an enrollment of 33 ESL students. Based on the population demographics of Blaine County, SMS anticipates limited-English proficient (LEP) students to make up 20% of total enrollment. SMS will utilize established criteria and procedures to identify limited English proficient (LEP) students as per Idaho State Department of Education (SDE). The school will work with and possibly contract with the authorizer or another school district for additional program oversight, professional development and necessary staffing.

SMS in accordance with the Board's philosophy to provide a quality educational program to all students, will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

SMS will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. SMS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

A. Progression of Student through LEP Program

The Administrator/Designee will implement, supervise and disseminate written procedures regarding an LEP program as required by Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617, and 08.02.03.112(5), which will:

1. Identify and assist LEP students.

2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

B. LEP Program Goals and Procedures

SMS's Administrator/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. Program goals:

Students whose dominant language is not English should be enrolled in SMS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of SMS. Students will be identified by appropriate testing; teacher referral will be considered, but will not be a determining factor. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. Student Enrollment Procedures:

SMS will establish the following procedure for identifying students whose language is not English.

1. SMS will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
2. If a response is any language other than English, SMS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
 - a. If the student scores Advanced on the ELL placement test, the student is not eligible for services and will be placed in the regular classroom. Factors other than English language proficiency are more likely the reason for the student's performance; therefore, SMS will examine other appropriate avenues to support the student, such as Title I.
 - b. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive services to improve English skills.
4. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
5. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years.
6. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress:

1. SMS's testing coordinator/designee will oversee compliance with the requirements of "No Child Left Behind (NCLB)" by administering the Idaho English Language Assessment (IELA) to determine a student's proficiency in the English language once they have been placed in the LEP program. This will enable SMS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.
4. SMS will study the results of IELA and ISAT or other equivalent state assessments to set standards and objectives for raising LEP students' level of English proficiency.
5. SMS's testing coordinator/designee, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to SMS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. SMS's testing coordinator/designee will administer the IELA each spring (approximately February through April).
8. SMS plans to use the following state adopted Idaho English Language Development

Level Descriptors:

- Level 1 – Beginning
- Level 2 - Advanced Beginning
- Level 3 – Intermediate
- Level 4 - Early Fluent
- Level 5 – Fluent

SMS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (4 or 5) and EF+ on all sub domains tested on the IELA;
AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) or equivalent state assessment score that meets the "Basic" level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
 - a. Consistent proficient scores on grade level benchmark unit assessment;
 - b. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work. Taking into consideration the State recommended exit criteria, SMS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

D. Return to LEP Program

In instances when students who have been exited out of the LEP program still need more

assistance, the following procedure for reclassification back into the LEP program will be followed: 1. SMS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. SMS's testing coordinator/designee will recommend that these students be tested, so that further monitoring can take place.

1. Additional forms of monitoring an exited student will be:

- a. classroom teacher observations
- b. classroom or unit assessments
- c. student work
- d. other statewide assessments
- e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, SMS's testing coordinator/designee will make sure all documentation is placed in the student's cumulative file.

E. LEP Educational Program, Instructional Approach, and Classroom Accommodation

At SMS we serve all students with the most current research based curriculum and teaching strategies, including our LEP learners. The Program Model SMS will most likely use is Integrated ESL/Inclusion ESL/Sheltered Instruction. The integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staff works closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Research has shown that an inclusionary, least-restricted environment is a sound educational practice for all special learners. ESL learners can learn English from peers and feel more successful if they are part of the whole group. Transitioning from ESL is not a problem when they have been part of the classroom all along. ESL students also move into content area materials more readily when they have been included in these subjects. Drawbacks include the problems of including new English learners in classroom activities and the difficulties for classroom teachers to accommodate the various needs of a variety of students. SMS will utilize all necessary resources, such as trainings, input and feedback from Idaho Department of Education personnel, etc. to minimize these potential difficulties.

F. Instructional Approach

1. Our instructional approach is the SIOP model which encompasses the Language Experience Approach. Teacher preparation focuses on clearly defined objectives. Supplementary materials include charts, graphs, pictures, and illustrations. Our instruction builds on our students' prior knowledge and experiences in order to enhance their language learning. We also integrate content teaching with our English language teaching to gain the highest quality of instruction. Within the general education

classroom, teachers and para-professionals provide re-teach as indicated by individual needs. Teachers focus on academic language in their instruction.

2. Our LEP program includes integrated settings with small group interventions. The approach for specific students will vary according to the identified needs of each student. This is consistent with SMS's educational approach with the Special Education, Title 1 and Gifted and Talented programs.

3. The following are examples of some of the methods teachers will employ

- a. Extra-linguistic cues such as visuals, props, and body language (Parker, 1985).
- b. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).

c. Interactive lectures with frequent comprehension checks. d. Cooperative learning strategies (Kagan, 1985).

e. Focus on central concepts rather than on details by using a thematic approach.

f. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

4. The Administrator/Designee will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher's aides and Administrator will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.

5. The specific curriculum has not been identified at this time. SMS will counsel with reputable entities and the authorized chartering entity and utilize recommended resources and products, including those suggested by the Idaho Department of Education's website, to determine the curriculum that will best meet the needs of our students. In addition, we would like the Administrator, the Board, the staff and possibly the authorizer, to be involved in the decision as to which curricular choices will best serve our specific population.

G. Additional Support

1. Students not achieving at expected levels may receive additional help with the infusion of a pullout program, in which the student is temporarily removed from the classroom for specialized attention. The pullout program will be run by an appropriately qualified aide.

2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.

3. An ELP is *required* for any student who has an accommodation on a state-wide or district wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. *A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom.* The intention is that the school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

H. Staff

Since ESL happens in the classroom, classroom teachers become “ESL teachers.” SMS will hire or contract for adequate staff to meet the needs of our ESL population. The Board recognizes the need for the individual to have strong qualifications and a solid resource base as

1) he/she could serve a number of students, and 2) the role as a trainer/resource and guide to school personnel in the instruction of second language learners. All aides will be para-professionals who work with LEP students, preferably with experience, training, or language study in the language of the majority of the LEP population.

I. Professional Development

Professional development focuses a great deal on the training of mainstream staff. The ESL staff will need more intense training but since much of the ESL instruction happens in the classroom, all teachers need to be knowledgeable on appropriate methods and techniques. When a certain instructional approach is chosen, all staff will be trained in it.

1. SMS will utilize the SDE self-reflection tool to monitor the effectiveness of teachers and will provide ongoing training as needed.
2. An effort will be made to provide in-service every year on achieving successful sheltered instruction.
3. Teachers will be given instruction on use of the SIOP model

J. Entrance/Exit Criteria

Students who are limited in their English proficiency enter the program. Exiting will be in stages and based on the student’s English language proficiency and academic achievement. Classroom teachers may play a key role in assessment and evaluation of student progress. Students who have moved into the mainstream classroom curriculum may still require “monitoring.”

K. Equal Access to Other School District Programs

A. Statewide Assessments: Idaho Standards Achievement Test (or other equivalent state assessment) and Idaho Reading Indicator (IRI) or other state required tests SBAC and SBAC Alt.

1. LEP students must take the ISAT and IRI tests or required state tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock- Munoz is able to administer the Spanish IRI for a student.
2. ISAT or other state required assessments SBAC, SBAC Alt
 - a. All LEP students must take the ISAT or other state required assessments SBAC, SBAC Alt.

- b. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs or other equivalent state required tests.
 - c. Those LEP1 students still must take the Math or other equivalent state assessments so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations.
 - d. All other LEP students will be coded as LEP and take all ISAT tests or other equivalent state assessments.
 - e. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency calculations, only if they are specifically coded as LEPX.
 - f. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT or other equivalent state assessments.
3. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT or other equivalents state assessments. Rules Governing Thoroughness 08-02-03-0502 111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

L. Parent and Community Involvement

SMS will communicate in writing with all parents.

Notification of Placement and Parental Rights

1. Using the appropriate language, the school will inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student. Notification will be provided in the appropriate language for the parent.
2. The following information should be included in the Notification of Placement:
 - a. The reasons for the identification, which may include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
 - b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, including the name of the test and the date the test(s) was administered.
 - c. Methods of instruction used in the program in which the LEP student is or will be participating in.
 - d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
 - e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.

- f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
 - g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms.
 - h. How the program meets the objectives of the individualized education program of a child with a disability.
 - i. Information pertaining to parental rights that include written guidance on:
 - 1). the right that parents have to have their child immediately removed from the program upon their request;
 - 2). the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
 - 3). the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.
3. Open meetings will be conducted throughout the year with appropriate interpreters present.

M. Program Evaluation, Review, and Improvement

SMS will evaluate the success of the LEP Program to ensure student success using staff and outside expertise, possibly from the authorizer or another school district.

N. Using Data to Drive Decision Making for LEP Programs

Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that the school will consider when disaggregating data:

- a. Race/ethnicity
- b. Gender
- c. Migrant, Immigrant or Refugee status
- d. Free or reduced lunch
- e. Individualized Education Plan (IEP) for special education
- f. Gifted
- g. LEP Program of service
- h. 1st year in a U.S. school (LEP1)
- i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
- j. English language proficiency assessment data (IELA)
- k. Academic achievement data
- l. Classroom grades
- m. ISAT, IRI or other equivalent state assessments

2. SMS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.

3. SMS will use the following grading procedures for students participating in LEP programs:
 - a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
 - b. SMS will utilize a report card developed by the teachers and Administrator to indicate growth as well as achievement. All SMS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.
4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress. Translation and interpretation services will be provided as needed to enhance parent involvement.

O. Budget

SMS will use LEP funds, if qualified, to employ certified personnel as needed to help students meet proficiency. The LEP funds will also be used to purchase supplies and curriculum to be used specifically to aid the LEP learners in meeting proficiency.

SMS will use the SIOP instructional approach, Sheltered Instruction Observation Protocol. SIOP is a combination of content-based ESL/Structured Immersion and Sheltered Instruction. The SIOP model is useful as a part of a program for pre-service and in-service professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation and evaluation measure for site-based administrators, supervisors of student teachers and researchers who evaluate teachers.

SMS will use key components of the Twin Falls School District's LEP program. For example, they provide annual training of K-12 staff at faculty meetings and professional development days utilizing trained instructional coaches. SMS staff will receive ongoing SIOP training and implementation will be monitored by trained administrators/staff.

SMS will provide an Integrated ESL/Inclusion ESL/Sheltered ESL program. An integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staffs work closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Are all LEP students being assessed using the IELA: (1) IELA/Placement for new students and (2) IELA/spring to determine growth?

Do LEP students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?

Is the school using ISAT or other equivalent state assessments and language proficiency assessment data to guide instruction for individual students?

PLAN FOR SPECIAL EDUCATION

Waldorf schools experience a certain level of success with children who have been diagnosed with disabilities such as dyslexia. Because Waldorf teaches to all of the senses, there is usually a modality that a child can use to successfully learn curriculum material, which increases opportunity for learning for children with other types of disabilities and learning styles.

SMS is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. We are also committed to serving children with special needs whether such children are currently or newly identified as such. SMS will not deny admission to students on the basis of disability. No student will be excluded from SMS, counseled out, or referred to other schools in the district because of their special needs.

Section 504

SMS will be responsible for identifying and serving students with a 504 Accommodation Plan. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated.

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law. The Board acknowledges the right of every student to receive a quality education; consequently, SMS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 2004, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The SMS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.
2. “Idaho Special Education Manual”. SMS board will adopt as policy and comply with the most up-to-date version of the “Idaho Special Education Manual Revised 2009 and replacement pages.” The “Idaho Special Education Manual” will guide all special education services, data collection, and monitoring requirements, and will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary. Electronic copies of the manual will be available on the school website. The section specifically addressing charter schools will be referenced, Primer on Special Education for Charter Schools revised 2007.
3. Differentiated Instruction. “Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet

existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. SMS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

4. Policies and Procedures. The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Administrator/Designee. All students at SMS will receive appropriate services as outlined in the following provisions.

5. Resources. The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students’ Individualized Education Program (IEP).

6. Enrollment. SMS will not deny enrollment to a student with a disability solely due to that student’s need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. SMS will be prepared to provide special education services the first day of school.

7. Information Management. SMS will use the forms for special education as outlined in the “Idaho Special Education Manual.”

8. Multidisciplinary Teams. The Administrator/Designee will form multidisciplinary teams to consider a student’s eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the “Idaho Special Education Manual,” Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP). In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student’s general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student’s IEP and placement at least annually. A certificated special education teacher, or an educational assistant under his/her supervision, will provide services in the least restrictive environment depending on the degree of intervention necessary to meet the student’s

needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student's academic needs cannot be met on site, SMS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening. The Administrator/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. The school website, advertisements, and all published materials will indicate that the school is a public school and therefore provides a free and appropriate education to students with disabilities. As outlined in the "Idaho Special Education Manual," SMS will:

- a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system. The system based on the RTI model will include scientifically research based interventions, problem identification and analysis, and progress monitoring.
- b. Ensure that staff and the school's constituents are informed of the availability of special education services.
- c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.
- d. The implementation of the RTI process and the completion of data collection requirements will not impede or result in any delays in student referrals.

11. Least Restrictive Environments (LRE). In compliance with the "Idaho Special Education Manual" and as identified on each student's IEP, SMS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be SMS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

- a. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
- b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other

arrangement, the student is educated in the school he or she would attend if not disabled.

d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.

e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. SMS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, travel and Positive Behavioral interventions.

f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions. The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction. Positive Behavior intervention Plans (PBIS) and Behavior Intervention Plans (BIPS) will be utilized when a students' behavior impacts their learning or the learning of others, either as part of the RTI process or as part of a manifestation determination.

13. Grading Procedures for Special Education Students. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

a. Grades cannot be modified on the basis of special education status alone. b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes. c. The

provisions of adaptations or accommodations will be spelled out in the student's IEP. d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP. e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

14. Discipline. All students, with teacher leadership, will work toward meeting the academic, cultural, behavioral and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly.

Multidisciplinary teams will be formed to address disciplinary problems by special education students. SMS employees will follow the most current "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") and the district policy manual to address these issues. The discipline policy as set forth in the "Idaho Special Education Manual" will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

a. a demonstration of the disability that is an inability to understand impact and consequences or an inability to control behavior, b. the result of an inappropriate placement, and/or c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts. SMS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel. The Board and Administrator will hire necessary highly qualified personnel or contract for services to ensure proper oversight of the program and provide the required services for the students. At a minimum, the school will employ a part time special education certified teacher/coordinator.

17. Professional Development. All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Administrator/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation. Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

19. Special Programs and Interventions. Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, SMS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

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

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

If parents disagree with the determination, a request for a due process hearing may be made.

Two separate processes will be followed for due process. The state due process for IDEA will be followed as per state policy and the federal process for 504 will be followed as per federal guidelines. Appeals may be taken as provided by law. The parent may contact the **Office of Civil Rights**, <https://www.seattle.gov/civilrights/contact.htm>, Central Building 810 3rd Avenue Suite 750. Seattle, WA 98104-1627. (206) 684-4500.

21. Confidentiality. SMS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

- a. Upon enrollment of a student, SMS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.
- b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).
- c. SMS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information. SMS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the

school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Dual Enrollment

Dual enrollment of SMS students at BCSD schools is an option for all students as provided for in 33-203(7) of the Idaho State Code. While an option, families will be encouraged to enroll full time at SMS in order to benefit most fully from their unique educational offerings. The SMS administration will work closely with SMS families providing assistance based on their needs. Dual enrollment information will be provided to the public through the student handbook, at parent education and orientation meetings, and on the school website.

SMS will not accommodate BCSD students seeking dual enrollment at SMS.

TAB 4

MEASUREABLE STUDENT EDUCATIONAL STANDARDS (MSES) METHODS FOR MEASUREING STUDENTS PROGRESS; ACCOUNTABILITY AND SCHOOL IMPROVEMENT

Measurable Student Educational Standards Idaho Code § 33-5205(3)(b)

“What matters is that you rigorously assemble evidence—quantitative or qualitative—to track your progress. If the evidence is primarily qualitative, think like a trial lawyer assembling the combined body of evidence. If the evidence is primarily quantitative, then think of yourself as a laboratory scientist assembling and assessing the data.”-Jim Collins, Good to Great and the Social Sectors 50

Syringa Mountain School measurable student academic standards:

1. *By the end of the 2015-2016 school year, at least 65% of SMS 1st – 5th grade students will give favorable responses* on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.*
2. *By the end of the 2015-2016 school year, at least 65% of SMS 3rd - 5th grade students will demonstrate engagement in learning based on favorable responses* on the Student Engagement questions on the Tripod survey.*
3. *By the end of the 2015-2016 school year, at least 65% of SMS 1st -2nd grade students will demonstrate happiness with their school experience at SMS based on favorable responses* on the Happiness questions in the Tripod survey.*
4. *By the end of the 2015-2016 school year, at least 65% of SMS 3rd – 5th grade students will demonstrate that they feel the school's learning environment is positive and supportive based on favorable responses* on the School Climate section of the Tripod survey.*

*For the purposes of evaluating SMS’s progress towards meeting the established measurable student educational standards, "favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.

Testing: Ref. Idaho Code § 33-5205(3)(d)

A 95% participation rate will be expected of SMS students on state assessments. Early and consistent communication with parents about the purposes of the assessments and communicating the assessment results to parents in a timely manner, will facilitate SMS reaching this goal.

The students at WRWMS will be evaluated using the same standardized tests as other Idaho public school students. Those state-mandated tests provide information about areas of deficiency as well as areas of proficiency to the school and stakeholders. If the school is deficient in a core area (math, English, science, or social studies), there will be administrative guidance to correct

the shortcoming. This will be accomplished through intensive focus on all possible causes for the deficiency.

The testing coordinator maintains testing records. Test results will be entered into the student management software program granting teachers access to the scores applicable to their students. Additionally, the testing coordinator will keep a hard copy in a file of all test scores.

During a collaboration at the start of every school year, all teachers will receive the scores their students earned the previous year, and will individualize the student's education accordingly. Teachers will move students into the appropriate reading level and math level. If needed, and if possible, classes might be added to the curriculum to accomplish proficiency in some area. If there is a distinct problem in one subject area, appropriate training and/or personnel changes will be considered.

The data will also guide the efforts of the charter school administrator and faculty to work together to make instruction match student needs by altering and perhaps changing instructional approaches, adding instructional time for specific areas of study, adding paraprofessional help in the classroom, changing the curriculum, and/or appropriate personnel changes.

Methods for Measuring Student Progress

Employing many different methods to assess students is important if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles.

Student Progress toward the Established MSES

SMS will use the Tripod survey to evaluate and report on progress towards the measurable student educational standards (MSES) that relate closely to the school's mission and educational program. The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009, Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure.

The Tripod survey is an attitudinal survey that will be administered to appropriate groups of SMS students in alignment with the established MSES. The survey will be facilitated by SMS staff in electronic and/or hard copy format, depending on the age of the students. After any hard copy surveys are entered into the electronic database, the Tripod Project® will complete data analysis and provide SMS with a report.

Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be

administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.

Reporting Results

Annual reports will be made to the Idaho State Department of Education and PCSC providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or SMS-developed criteria.

Non-student specific MSES results will be made available to parents and other stakeholders on the school website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least twice a year.

Additional Methods for Measuring Students Progress Idaho Code § 33-5205(3)(d)

Assessment of student performance is one of the most powerful tools a classroom teacher or school can use to enhance student achievement and school-wide performance. Assessment as part of daily instruction is especially effective because it engages students and teachers in a frequent and ongoing reflective process. Together with an age-appropriate curriculum and brain-compatible instructional strategies, assessment *for* learning will be an integral part of the pursuit of excellence at SMS.

The school's methods of assessment, in conjunction with the mandatory state assessments, address students' individual strengths and weaknesses and build upon their assets versus their deficits. SMS's assessment system is supported by current educational research on multiple intelligences theory, interdisciplinary teaching, and instructional methodologies, which address the whole child.

SMS will also use a variety of methods to measure student progress and to evaluate all realms of the child's development, including his/her: Intellectual Capacity (mind); Physical Capacity (body); and, Social-Emotional capacity (heart). SMS educators provide a variety of descriptive feedback to students and families within a non-competitive learning environment.⁵¹

Criteria Referenced Reports are prepared for students beginning in first grade and shared with parents at key intervals throughout the year. These assessments are based upon teacher-designed classroom assessments, teacher observations of students, and other evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student's achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills and work habits. The assessments are built using a standards-based rubric. These rubrics track individual student progress in regard to specific skills and knowledge areas. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. These tools improve instruction in that they engage both the student and teacher in a formative, frequent, and ongoing reflective process.

Parent-Teacher Conferences for all students take place at least twice a year, or more, if dictated by individual circumstances. Parents, teachers or students may make requests for

additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences are especially effective as a result of the school's looping model, low teacher-student ratios, and warm community atmosphere.

Portfolios include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. In order to insure validity, reliability and objectivity for these authentic assessments, rubrics are used to evaluate portfolio items. Rubrics are criteria-based and are developed to establish clear assignment expectations and to provide meaningful feedback to students.

Demonstrations include oral recitations, presentations, reports, performances or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

Standards-based Classroom Assessments are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the question: what evidence will be collected from students in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. ⁵² Proven instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills.⁵³ Example strategies include: effective questioning techniques; summarizing and note-taking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework and practice. These strategies allow students to demonstrate their learning on a daily basis.

Letter Grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used for specific classes and will be reserved for students at the middle school level. The letter grades will represent specific achievement levels based on clear criteria and will be used along with narrative reports.

School-wide Assessment Strategies: In addition to assessment of individual students, SMS will implement a variety of measures for determining the success of the overall school program and the school staff:

Strategic Planning Cycle: SMS will engage in an annual Strategic Planning process to evaluate school performance, revisit the mission and values of the school, update the school goals and student outcomes, and allocate resources for the upcoming year. Decisions that were made and innovations that occurred are examined and direction is set for the next school year. Although this process will begin immediately, it will become more formalized beginning in year three of operations using AdvancedEd Readiness Assessment tool.

External School Evaluation: The school will typically engage an independent knowledgeable evaluator from outside the school community. Evaluation includes an assessment of the instructional program as well as other qualitative and quantitative information about school operations, culture and teaching. This ensures the school is adhering to its mission and meeting

its intended goals. External evaluation is also part of the AdvanceED accreditation cycle. See Strategic Planning Cycle above.

Annual School Report Card: This state required annual report of the progress of the school in multiple areas is used as a method to assess overall school progress.

Staff and Administrative Evaluations: To assure the highest quality education, the SMS staff will be observed on a regular basis and evaluated using a comprehensive and student-centered evaluation system. Student, parent and peer feedback will be part of the multiple measures used in evaluations.

Parent Involvement: The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success.

Parent Surveys: As a charter school, SMS is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels.

Student Surveys: Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys will be used both for current students as well as those leaving the school or graduating.

State Accreditation

SMS will comply with all accreditation standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. Although it is not presently required, SMS anticipates pursuing accreditation complying with the state approved AdvancED Standards for Accreditation within three to five years of operation. The “readiness assessment” will begin in year three of operation and based on the results, the accreditation application process will be initiated. SMS recognizes that accreditation is inextricably linked to institution and educational system improvement. It is critical that SMS have an ongoing process to critically evaluate their vision, strategies, priorities, leadership, and programs and resources. SMS values the process of earning and maintaining accreditation across all the grade levels of the school, K-8.

Additionally, SMS intends to seek accreditation through the associated Waldorf accreditation organizations within the first three to five years of operation: the Association of Waldorf Schools of North America, and the Waldorf Early Childhood Association of North America.

Not to be underestimated are the roles the teacher and administrator play in ensuring appropriate assessment that drives educational decisions making in the support of students’ achievement. SMS attaches great value to growing teachers’ capacities as instructional leaders. Teachers need to be empowered to design and administer classroom-based assessments. They must be able to design assessments on a daily basis so they can provide timely and specific instructional feedback to students, families, and service providers. As assessment expert Richard Stiggins argues, classroom-based assessments are vital because teachers need *continuous* information about where each student is *now* in relation to key understandings. Periodic information, gathered once a year or even every few weeks, does not meet the immediate needs of the students and their teachers.

SMS concurs with leadership consultants Timothy Watters 54 and Jim Collins when they assert that effective instructional leadership provided by the Administrator is essential for high student achievement. Within this collaborative context, the administrator manages the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the SMS Faculty and Board.

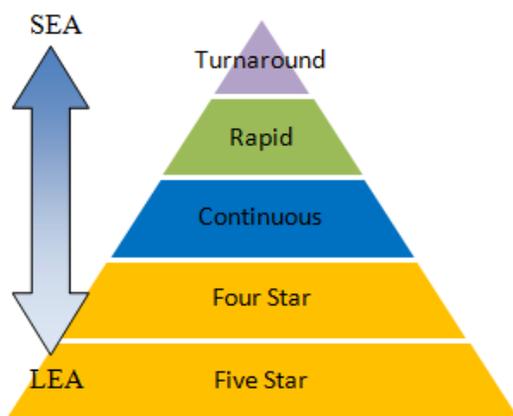
Accountability and School Improvement

Idaho SDE has established additional accountability and improvement requirements for schools and districts under the Elementary and Secondary Education Act As Reauthorized.

In the event that SMS does not meet state achievement goals or progress over time, a team comprising the Administrator, staff, Board of Directors, and authorizer representative and any other additional inside/outside technical assistance will meet to develop the appropriate required school improvement plan to address student achievement using the WISE Tool (See Idaho’s Accountability System outline and flow chart below). It will be the responsibility of this team with the assistance of the authorizer, to monitor the implementation of the improvement plan for improved learning and teaching and to continue to provide feedback and recommendations for strengthening ongoing student achievement. Additionally, if possible the school will request assistance from an Idaho Capacity Builder. SMS will attend pertinent State Conferences, subscribe to the SDE weekly e-letter to stay apprised of State requirements and policy changes.

If authorized by the State Charter School Commission, the SMS Board will develop and implement the School Improvement Plan. If SMS is required to implement a Turnaround Improvement Plan, the SMS Board will work with an independent consultant to determine the most appropriate staffing model.

2012-2013 School Level Improvement Plans



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho’s Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all

students;

2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually SMS will receive a star rating and improvement planning category designation from the SDE. The star rating is a yearly determination but the improvement planning category will be based on the star rating plus progress over time. SMS will strive to receive a four or five star rating. In the case that its receives a lesser rating and or is required to complete a school improvement plan the following steps will be enacted.

If SMS receives a **Turnaround or Priority School** status (One-Star Rating):

A. After the State conducts an Instructional Core Focus Visit, the SMS Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. *Transformation model*, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and Administrator leader effectiveness (depending on the track record of the Administrator, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

2. *Turnaround model*, which includes, among other actions, replacing the Administrator and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

3. *Governance Partnership Model* in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:

- a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
- b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;

Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

B. After choosing the best Turnaround Model, SMS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to persistently low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused SMS to be identified for the Turnaround Plan category.

SMS will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators SMS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, SMS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. SMS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

If SMS receives a Two-Star Rating, the Board and authorizing charter entity will collaborate with the State Department of Education to develop and **Rapid Improvement Plan** using the required WISE tool indicators. SMS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the 2012-2013 Idaho Improvement Planning and Implementation Workbook. SMS must receive a three star rating for two subsequent years to be removed from this ranking.

If SMS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a **Continuous Improvement Plan** using the required WISE Tool indicators. SMS will follow the required steps, guidelines and procedures in a manner similar to those above and as provided in the 2012-2013 Idaho Improvement Planning and Implementation Workbook. SMS must receive a higher rating for at least one year to be removed from this ranking.

If SMS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if SMS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer, will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced. Arrangements will need to be made to employ an interim administrator to assist with the transformation process. If SMS is in school improvement status, the Board will require an appropriate staff or board member to attend any state meetings or conferences that address school improvement protocol.

TAB 5 GOVERNANCE, PARENTAL INVOLVEMENT, AUDITS

Governance Structure

Board of Directors

Syringa Mountain School is committed to effective school governance. The Syringa Mountain School Board is legally responsible for the school's operations. The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth in the Bylaws (except during the first year when terms will be staggered to ensure continuity of leadership). Terms will begin the year the school is authorized. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

At the heart of SMS's approach to governance are seven proven principles championed by non-profit board experts Brian Carpenter and John Carver. ⁵⁵ These principles, tailored to SMS Board of Directors, are as follows:

PRINCIPLES

Govern as Stewards

Establish Organizational Purpose

Exercise Fiduciary Responsibility

Delegate Authority and Ensure Accountability

Speak and Act as One

BOARD RESPONSIBILITIES

-*Uphold* by-laws, Code of Conduct, operating principles, and other policies

-*Develop, review and approve* policies

-*Establish and uphold* the school's mission, vision, and core values

-*Support and promote* the school

-*Build strategic alliances*

-*Safeguard* stakeholders' right to safety in the school

-*Safeguard the school's finances and property*

-*Grow the school's resources*

-*Support and promote* fundraising efforts

-*Ensure legal and financial stability*

-*Provide oversight or final approval* of hiring, dismissal, job descriptions and employment agreements

-*Provide oversight or final approval* of expulsions

-*Delegate* authority to School Administrator

-*Ensure attainment of performance outcomes*

-*Maintain* clarity of roles and responsibilities within the governance structure

-*Uphold* by-laws, charter, code of conduct, operating principles, policies, and meeting agreements or norms

-*Redirect* operational conversations to appropriate staff

-*Ensure Board* business is done within the framework of Board meetings, as per applicable open meeting laws

Do What Matters Most

-*Monitor* school’s progress on performance outcomes

-*Adopt* Board policy

-*Oversee* school financial health

Invest in Our Capacity

-*Engage in ongoing and focused professional development*

-*Schedule* capacity-building opportunities

-*Recruit and seat* capable, qualified and diverse Board members

-*Evaluate* Board’s performance

As outlined in Section 4.7, upon taking the Oath of Directors, Board members are required to sign and abide by the Code of Ethics for School Board Members. (**Appendix A**)

Non Profit Corporation

SMS is organized and operated as an Idaho non-profit corporation and is legally and operationally independent from Blaine County School District. Articles of Incorporation provide the legal parameters within which the SMS Board operates. The SMS’s current by-laws provide a full description of the organization of the school. SMS is awaiting its tax-exempt status under Section 501(c)(3) by the IRS based on its charitable purposes and operations (All of the above documents found in **Appendix A**).

In keeping with the seven principles for effective governance, the Board is an autonomous governing body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Administrator. The Administrator supervises all staff (see below for leadership responsibilities) and reports directly to the Board. The Board monitors the school’s progress on the stated performance outcomes. The Administration collaborates closely with three key groups, the Board of Directors, the Staff Council and the Parent Advisory (see below for more information). All groups work interdependently and support each other. Detailed descriptions of the roles and responsibilities of the Administrator, Staff Council and Parent Advisory are contained in sections below.

Transition from Founding Board to Governing Board

During the initial year of operation, the SMS Board will be comprised of the Founders as listed in the Bylaws (Appendix A). As their terms expire and or vacancies arise, the Board will fill the positions as specified in Section 4 of their Bylaws. The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State’s office.

The role of the Founding Board focuses on envisioning and realizing the mission and vision of the school, attracting support through committed families and students, obtaining authorization, pursuing partnerships and business arrangements, and building a strong foundation and infrastructure for the school. To use an education metaphor, their work is to “get the right people on the bus.” As the Founding Board’s terms end, the Governing Board refocuses on student recruitment, growth, sustainability, solvency, and academic success. Capital campaigns also are part of the Governing board’ work. To continue with the metaphor, the Governing Board ensures the right people are on the bus, and that the destination is worthy, achievable and successful.

Staggered terms for Board members ensure the founders are replaced systematically during the first three years of the schools' operation. In this way, the working memory and original purpose of the organization are preserved at the same time new ideas and directions are initiated.

In the case of SMS, it is anticipated that two of the founding board members will step down to become school employees. Additionally, the founding board, established in August 2012, has been slowly adding board members as the areas of expertise needed on the board are identified. In this way, new members have been brought on approximately every two months during the past year, oriented and participated throughout the formation period of the board.

Also in the case of SMS, no single "founder" initiated the school. A group of parents and teachers initiated the new school process and have been guiding and overseeing it as an individual was recruited to write the petition, apply for non-profit status, etc. SMS has been founded on a shared leadership and decision making model, as evidenced by this petition. Each board member took responsibility for the area they held expertise in, and chaired or worked on each committee to ensure the work was completed for the petition to be submitted.

Board Recruitment

The SMS Board will actively seek new board members through recruitment to Board committees. Advisory Committees will provide a "trial" period by which prospective board members can be vetted. The Board experience/expertise matrix below will guide the Board's efforts to recruit appropriate new Board members, ensuring that Board members in total are proficient in all areas of Board leadership (Taken from Idaho State Department of Education Charter School Resources). All new board members will receive an ISBA New Board Member Packet and Waldorf education packet. An experienced member of the Board will be assigned as a mentor to each new Board member. As part of the annual Board self-assessment, areas of expertise needed to enhance Board function will be identified and prospective committee members recruited accordingly.

School Board policy will be written and adopted regarding composition, purpose, and operating parameters of Board appointed Advisory Committees. At a minimum, each advisory committee will be lead/chaired by at least one Board member. Committee members will be solicited and selected by the Committee chair. If at all possible, committee selection will represent the different school interests, demographics and constituents including parents, community members, business, and students if and when possible.

Idaho State Department of Education

Charter School		Board and Committee Member Matrix						
Board Positions	Candidates	Organization	Title or Responsibility	Notes	Board Experience	Parent	Financial	Legal
<i>Executive Committee</i>								
President								
Vice President								
Secretary								
Treasurer								
<i>Committee Chairs</i>								
Development (fundraising strategy, sustainability)								
Marketing and Communications (website, newsletter, PR, brochure, etc.)								
Facilities Management								
Curriculum Development								
Etc.								
<i>Committee Members</i>								
Joanne Smith								
Etc.								
Notes:								

Add candidates by position, add as many lines as you need for each position
 Mark qualifications desired for each position with an "X"
 List all board positions
 If candidate has a desired qualification, note in bold
 If candidate has another qualification, note with "+"
 Keep a candidate list separate, maybe below and plug them into positions

Board Training and Evaluation

Upon authorization, SMS will join the Idaho School Board Association (ISBA).

During the first year in office, each Board member will receive and read the materials included in the "New Board Member Packet" as well as a packet of Waldorf related information.

An initial Professional Development Calendar will be developed by the Board to ensure all pertinent ISBA training modules are completed within the first two years of operation and every two years following. The calendar will also ensure the annual board self assessment is conducted and analyzed. Board members will be expected to attend state and/or national school board conferences. Specific in depth topics will be addressed by the Board at bi-annual professional development work sessions including specific training in Waldorf education. An annual Board self assessment will identify future areas of professional development.

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

Evaluation of the Board of Directors

Board Self Study

The evaluation of the Board of Directors will take place one month before elections are scheduled. The evaluations will be self-evaluations provided by the ISBA and the Board will be guided through the process by the ISBA. The data gathered from the annual Board assessment will be used to inform future board and committee composition, board functioning as well as professional development needs.

Open Meeting Law and Public Records Law

SMS Board will comply with Open Meeting Law and Public Records Law.

Administrator

The Administrator's duties include tasks and responsibilities delegated by the Board. These tasks relate to three research-based, broad categories of best practices, which are crucial for the success of SMS leadership over the next five years. As the table on the following page depicts, the categories for responsibilities are: *Ensuring Organizational Focus, Developing People, and Developing the Organization.*

PRINCIPLES

Ensuring Organizational Focus

ADMINISTRATOR RESPONSIBILITIES

This dimension of leadership includes setting school wide goals as well as inspiring others to pursue the school's mission, core-values, and vision into the future. Examples are:

- Expressing the school's mission, vision, and values
- Ensuring that day-to-day decisions and actions are in strong alignment with the school's mission
- Creating strong community and shared meanings
- Creating high performance expectations
- Fostering the acceptance of group goals
- Monitoring organizational performance
- Setting direction in the educational program
- Achieving and maintaining a stable and healthy financial situation
- Overseeing community outreach and student recruiting
- Supporting and promoting the school throughout the community
- Engaging parents in problem solve, decision making, goal setting as appropriate.

Developing People

This aspect of leadership is about positively influencing the development of human resources in the school, including:

- Offering intellectual stimulation
- Providing support and opportunities for growth
- Being an appropriate role model
- Empowering others to make decisions
- Providing instructional coaching
- Advocating for powerful teaching and learning
- Nurturing the development of families and parents
- Selecting, coaching, and retaining excellent staff
- Facilitating meaningful staff evaluation
- Ensuring the safety of all constituents
- Overseeing student admissions, attendance and student records
- Supporting Staff Council functions such as record keeping and agendas
- Providing direction, accountability and inspiration

The Administrator will abide by The School Superintendent’s Association, AASA’s Statement of Ethics for Educational Leaders (**Appendix M**).

Board and Administrator Role Delineation taken from the Idaho State Department of Education Charter School Resources:

Responsibility	Board of Directors	Administrator
<i>Legal</i>	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions – avoidance of conflicts of interest. 	<ul style="list-style-type: none"> • Must provide information to the board to demonstrate that the charter school is well managed. • Compiles information for annual filing requirements. • Signals to the board if either of the above situations is likely to occur.
<i>Finance and Accounting</i>	<ul style="list-style-type: none"> • Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls.

Staff

The composition of the Administrative staff will vary depending on the needs of the school. The composition is determined annually during formation of the staffing plan and budget for the upcoming year. Some positions may be employees while others may provide services as independent contractors or other outside service providers.

The Staff Council

The Staff Council delivers the educational program. As the providers of day-to-day teaching and guidance, the Staff Council is defined as the full time Class Teachers. The Staff Council typically meets each week to discuss important instructional issues.

The Staff Council also assumes a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. The Staff Council works closely with all constituents to ensure the quality of educational programs and maintain the highest possible standards for teaching and learning. They act as an influential advisory body on education, policy, and program matters and are facilitated by the School Administrator. Other instructional staff may also be asked to contribute to the support of the school through meetings, committees, etc.

Roles & Responsibilities:

The following roles and responsibilities are a sampling of specific ways the Staff Council contributes to Syringa Mountain School:

1. **Instructional Leaders:** They design developmentally appropriate learning experiences employing the 'distinguishing features' of the SMS educational program. They use a variety of assessment tools to monitor student progress toward meeting charter performance outcomes. They advocate for principle-driven improvements to the school's educational practices as needed. For example, they serve as representatives on school committees. They build confidence by displaying competence and character, and through the conscious use of high-trust behaviors, such as "direct talk," "delivering results," and "keeping commitments."
2. **Learners and Facilitators:** the Staff Council functions as a community of successful learners. They develop high-quality instruction through active study and current research. They participate in professional development and pursue common goals. They exchange resources and best practices with colleagues and constituents. Through deliberate modeling and explanation, the Staff Council promotes Waldorf-inspired learning and teaching. Their efforts are focused on meeting the physical, social, and intellectual needs of all students. The Staff Council regularly engages in artistic expression and celebration to nourish themselves, one another, and the entire school community.
3. **School Ambassadors:** the Staff Council continuously promotes the school's mission, vision and values. They engage in effective parent-teacher communication and play an instrumental role in parent education. They hold regular class meetings, and build positive momentum for individual classes and the school as a whole. They actively promote the school and build bridges throughout the broader community. The Staff

Council participates in the life of the school, including festivals, celebrations, outreach activities and parent development opportunities. They engage parents in problem solving, decision making, goal setting as appropriate.

4. Student Advocates: the Staff Council functions as bridges between students and essential support services, activities and opportunities. They monitor students and are sensitive to behavioral or academic changes that might warrant further attention. They are advocates for the students, counseling and guiding, connecting personally, and encouraging students in an environment of acceptance and easy rapport. They offer assistance, enrichment, and remediation across grades and disciplines. They ensure the safety and well-being of students through child study, effective classroom management, and appropriate discipline procedures. They build strategic alliances with parents and other partners. They care deeply about each student, and implement an array of student interventions to ensure students achieve their full potential.

Parent Advisory

The Parent Advisory serves as an essential support group formed by parents. The Parent Advisory upholds the mission and vision of SMS, promotes the school's educational program, contributes to the physical maintenance of the school, conducts fundraising efforts, and coordinates volunteers for festivals and events, and generally provides appropriate support to parents. All parents are encouraged to attend and participate in Parent Advisory meetings. Additionally, Parent Advisory Members are called upon to advise the Board, Administrator and Staff Council in decision making, goal setting through involvement in strategic planning, annual parent surveys, parent education meetings and parent conferences. The SMS Parent Advisory will initiate a “new parents” buddy system to ensure each family is paired with a family with some Waldorf experience and understanding, and to build a strong SMS community who look out for and support each other. These early relationships can lead to strong enduring friendships for a lifetime.

Parent Involvement

Research conducted on the effects of parental involvement in the education of their children is clear--children and schools thrive when parents get involved. ⁵⁶ Positive outcomes of parental involvement include:

- Improved educational performance
- Better student behavior
- Greater feelings of ownership and commitment
- Increased parent support of the school
- Improved school attendance
- Better understanding of roles and relationships in the parent-student-school triad
- Improved student emotional well-being

One of the most unique features of Syringa Mountain School is its proposed high level of parental involvement. Beyond involvement as a member of the SMS Parent Advisory, parents/guardians who choose SMS for their children are asked to give an average of five hours per month or fifty hours over the course of the school year towards various volunteer opportunities that may include: playground supervision, assisting in the classroom, site

maintenance, fundraising, hospitality, room parenting, serving on a Committee, attending parent education evenings.

Additionally, parents are asked to attend education evenings that are critical to providing consistency between home and school practices, and to enhance parent understanding of Waldorf education. One of these meetings is the annual parent orientation meeting held prior to the start of each school year. It is customary for class teachers to visit their new students' homes prior to the start of each school year, with parental permission to build communication between the home and school as well as to assist the teacher in individualizing their teaching approach to each child's needs.

Lastly, the school year consists of a series of school wide festivals that solidify the ties among the community. Parents are asked to attend and volunteer at all festivals. This high level of parental involvement enables parents/guardians to become integrally involved in shaping SMS and ensuring it fulfills its overall mission.

In order to provide all parents/guardians with the opportunity to be informed about and participate in school level decision-making, information about the SMS Board meetings, agendas, curriculum and activities is readily available to all families through regular electronic communication, newsletters, bulletins, and at parent education meetings, Parent Advisory meetings, parent conferences and at school events and festivals. Parent involvement will be documented using simple sign in sheets. Teachers will contact parents directly requesting specific help and notifying them of their hours.

Parent voice will be actively sought using regular satisfaction surveys and blogs.

Audits :Ref. Idaho Code § 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

SMS Board of Directors complies with all school finance laws. The Board encourages public involvement and transparency by ensuring copies of annual budgets and audits are available in hard copy at the office or electronically online. The Board will also hold annual budget work sessions and encourage the public to attend through the media avenues typically employed.

Annual Financial Statement 33-701(6)

SMS's Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. SMS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

Additional or Supplementary Statements and Reports

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

Publication of Annual Financial Statement IC33-701(5)

The annual statement of financial condition and report shall be published on the SMS website and within the time above.

Certification of Annual Financial Statement

The SMS Board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

Failure to Prepare and/or Publish Annual Financial Statement

In the event the SMS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of SMS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

Financial Audit IC33-701(6)

1. SMS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.
2. The auditor shall be employed on written contract.
3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however, SMS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.
4. In the event the State Department of Education requests further explanation or additional information regarding SMS's audit report, SMS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If SMS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of SMS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, SMS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

Required Report Filing IC33-701(7)

SMS will annually submit a report to the Authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report if conducted as per IC33-5206(7).

Destruction or Cancellation of Checks or Warrants IC33-701(8)

SMS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

Budget Review IC 33-701(9)

SMS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

General Funds IC33-701(10)

The SMS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

TAB 6 EMPLOYEE QUALIFICATIONS, HEALTH AND SAFETY, STUDENT DISCIPLINE, EMPLOYEES: BENEFITS, STATUS, CONTRACTS

Employee Qualifications:

The faculty and staff at SMS will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the Waldorf Methods curriculum offered.

The following information deals in particular with regulations that may affect our faculty or staff members. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

SMS reserves the right to create, revise, implement, and enforce all non-substantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time employees at SMS will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

- Employees will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of SMS.
- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold as well as be highly qualified as defined by the SDE. They will also be pursuing their separate Waldorf certification.
- Administrators will be certified in accordance with Idaho statute.
- All teacher applicants will be required to complete a standard application and interview procedure.
- Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families and be highly qualified as defined by the SDE where appropriate.
- The school's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All employees, including volunteers working with individual students or on a one to one basis with students will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education. This includes substitute teachers, custodians, paraprofessionals, volunteers, etc.
- All Board of Directors is required to undergo criminal background checks.
- All teachers and administrators will be on a written contract in a form approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).

- SMS reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.
- SMS reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise. The ultimate goal is to employ highly qualified educators as defined by the SDE and as appropriate to the position. All temporary staff will be required to pass a background check.

Collective Bargaining

Teachers and staff at Syringa Mountain School will be a separate unit for purposes of collective bargaining.

Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

SMS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in SMS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association.

The SMS Board and SMS Staff strive to create a learning environment that is conducive to active, imaginative learning. SMS will provide a positive, safe, engaging school climate that includes school life, facilities, relationships, teaching and learning, and the school environment. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development. (See A Review of School Climate 2013, from the National School Climate Center,

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SMS Definition of School Climate

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators' model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

(This definition of school climate and a positive, sustained school climate were consensually developed by the National School Climate Council that NSCC co-leads with the Education Commission of the States.)

Components of a School Climate

Upon authorization, the Board will adopt policies/procedures in the following areas referencing the ISBA, BCSD and Sage International School policies. (See sample policies below)

SMS will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools, including but not limited to the following:

1. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
2. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
3. Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
4. Maps illustrating fire exit routes will be posted near the exit in every room;
5. All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
6. All visitors and volunteers will be required to check in at the office and to wear an identification badge;
7. Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
8. All state rules and regulations for student safety will be followed;
9. A health/nurse room will be furnished and supplied adequately for the number of students in the school.
10. Health records highlighting chronic issues will be held on each student and made available in emergencies;
11. Emergency contact numbers will be maintained on all students;
12. Require that all students show proof of immunization before being enrolled at SMS or have an exemption signed by a parent or legal guardian.
13. All staff will be trained in universal medical and health precautions including communicable diseases;
14. First aid kits will be furnished, easily accessed and a portable first aid kit taken for all off campus excursions.
15. SMS will adopt a policies addressing bullying/harassment
16. All employees will be screened by law enforcement agencies.
17. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with SMS's insurance carriers and at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Polices relating to preventing contact with blood-borne pathogens.

- c. A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training. All staff will be trained in emergency response protocols and will be provided an emergency response binder. SMS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - f. Policies establishing that the school functions as a gun-, drug-, alcohol-, and tobacco-free workplace.
18. SMS will develop a policy regarding internet usage and comply with all requirements set forth in the Children’s Internet Protection Act. See **Appendix P** Student Handbook for Digital citizenship agreement.

19. SMS will include the following Media Viewing Policy:

The violence, consumerism and passive entertainment that are taken for granted in today’s mass-media culture do not support the well being of children. The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child’s development. At Desert Marigold, we strongly encourage parents to take full responsibility for determining the type and extent of screen viewing (video games, game-boy, x-box, computers, etc.), and media exposure (television and DVD) their children receive. Your child’s teachers will be providing information regarding media use and your child’s education and engaging you in a dialogue that we hope will be stimulating and rewarding. Our goal in doing so is to do our utmost to create a learning environment that is conducive to active, imaginative learning.

Our recommended guidelines regarding media use are as follows:

1. For children in preschool and kindergarten: None, or as little as possible.
2. For children in grades 1 – 3: No television, video games, computers or movies during the school week; minimal parent-directed media use on weekends and during vacations.
3. For students in grades 4 – 8: No television or video games or computers in the morning before school; minimal parent-directed media use during the school week; parental involvement in determining appropriate media and computer-use choices at all other times.

Student Discipline: Practices and Policies

Practices:

Student Behavior Expectations

SMS is committed to a safe learning environment. Student's expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school-wide philosophy that will be implemented for discipline will follow the "Love and Logic" approach as well as Compassionate Communication (**Appendix U**).

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

SMS models their student discipline practices and procedures after Non-violent Communication protocol and Teaching with Love and Logic (See **Appendix U**).

Expectations in Early Childhood Classes (Classroom management) Discipline at SMS emphasizes a positive approach where the young child is gradually led toward an experience of self discipline. We expect children to behave in an age appropriate, respectful way towards adults, classmates, and school and personal property. Teachers use discretion in handling each circumstance using the following guidelines:

Respectful, Calm & Clear Communication: We keep our language simple and try not to use too many words. We use simple, basic imaginations and metaphors to get our point across and avoid over-intellectualizing.

Encouraging Messages: We tell the children what they CAN do as an alternative to what they are not allowed to do. We also, take note when their behavior is exceptionally pleasing or helpful. We try to avoid empty praise but specific encouragement is excellent.

Model Problem Solving Skills and Corrective Behavior: Children in early childhood operate out of the mode of imitation. Modeling for them how to navigate through situations that they have not yet developed the "know how" for is far more effective than talking to them about what to do.

Natural and Logical Consequences: We avoid non-related consequences, i.e. taking away a toy for hitting. Instead we choose consequences that correlate to the child's misdeed, i.e. for hitting the child may become 'the doctor' to heal the injured, to fix what has been broken or rest when the ears must be too tired to work right.

Clear, Immediate, Calm Action: We believe that there is no “wrong” behavior... just behavior that is out of its right time, place, and intensity. It is our goal to guide the children through direct modeling and engaging the imagination toward a better understanding of positive and harmonious behavior. For example, there is absolutely nothing wrong with wanting to speak with a friend; in fact, friendship is something to be cherished! However, speaking to a friend in the middle of a story or ring time may not be the best time or place to do so. Part of our task as educators is to help children appreciate when to engage and when to refrain and how to bring the correct level of intensity to each situation. All of the redirection, guidance and correction in the classroom are built around this idea.

1. When a situation occurs which requires disciplinary action, the first step is to right the wrong. If someone is hurt, the child responsible for the hurt is asked to give aid, such as bringing an ice pack or laying on a “healing hand”. The teacher reminds the child that “hands are for good work and play,” or “we use kind and gentle words.” If the child easily forgets classroom rules, he or she will work in close contact with a teacher or assistant.
2. If the incident is one to cause deeper concern, or if a student continues to be disruptive and/ or exhibits discourteous behavior, (taking age appropriate behavior into consideration) the teacher contacts the parents to discuss the situation. At this time the teacher may ask parents to be prepared to remove the child from school before dismissal time if the problem behavior occurs again. This action makes it clear to the child and all students in the class that such behavior is not tolerated.
3. In certain cases as deemed necessary by the teacher, a meeting is arranged with parents, teacher and, if necessary, an additional member of the faculty or staff. Parents and teachers work together as a team to prepare a written course of action. This plan outlines steps to be taken at home and at school to address the child’s behavior and to help him or her to move in a more positive direction.
4. If the undesirable behavior persists parents may be asked to keep the child at home until a meeting with a Care Group, made up of several Faculty members, can be arranged. The Care Group may ask parents to seek professional help for their child such as counseling, medical help or assessment by an expert in child development. A written agreement outlining the required course of action will need to be signed by the parents before the child returns to the classroom.
5. If the problem persists and professional help is not utilized or not utilized sufficiently enough to address the student’s problems, the parents may be required to withdraw their child from the school.

Grades Class Expectations

1. No Crosstalk Allowed! This means everyone is expected to pay reverent attention to whoever is speaking. No interruptions.
2. No wandering around the classroom. Everyone stays seated unless they have communicated with the teacher first. We use sign language to communicate our needs.
3. We raise our hand before speaking aloud.
4. We use respectful and courteous speech. The children are welcome to have their own opinions, feelings, and express themselves freely. However, they must find a way to communicate that does not disrespect others. This includes a respectful tone of voice.

5. We use our words first – always! The children are expected to problem solve issues on their own – or at least try to do so before grabbing a teacher.
6. Absolutely no hitting, kicking, scratching or biting at any time! We have a zero tolerance policy regarding violence in the Grades Program. The students are old enough to regulate and redirect their behavior. The student will receive an immediate consequence and lose their recess privileges for the day. In extreme cases or repeated incidents, parents will be notified. In extreme circumstances (deliberate or repeated acts of aggression/anger) the student will be sent home immediately from school.
7. Everyone helps at lunch time cleanup, chore time, and recess clean up! No one is exempt from their daily obligations. We maintain our classroom daily. Please see chore wheel for specific chores.
8. The game or play stops when someone is hurt. All play stops until the injured party is safely away from the rest of the play.
9. The children may have water bottles at their cubbies..

Problem solving protocol and Fair Trade: Our protocol for empowering children to problem solve on their own follows: Always ask the student bringing the concern “Did you talk to your friend first before coming to me?” If their answer is “no,” send them back to speak directly with their peers. If the answer is “yes” – go check with the other party and ask if they were consulted.

If at this point, they are unable to resolve the issue, an adult will step in and assist.

The philosophy behind this method:

It teaches children to evaluate the seriousness of an incident: is it something that they can resolve with their friends or is it a big enough issue to bring in an adult? It teaches direct communication and begins to build strong inter-personal skills. It discourages gossip and mean spirited speech. It eliminates the endless tattling that often occurs around 7/8 year olds.

If they play during work time, then they work during play time! Our classrooms operate under the **Fair Trade system**. The students understand that their behavior can either contribute to or detract from the learning environment. If they behave in such a way that they are detracting from the classroom experience, they will have to do something that contributes to SMS during their free time. (Chores, work, something helpful – there’s always so much to do!)

Shared Discipline

When a parent is on site with their child, they are responsible for their child’s safety. All animal pastures, corrals and coops are off limits after school dismissal each day, unless accompanied by a SMS staff member. After school hours, please admire and cajole our animals from outside their fences.

Prohibited items/activities

The following are not permitted in school or on school grounds:

- Pocketknives (unless approved by a teacher for a specific project) and other potentially dangerous items.

- Riding bikes or scooters during school hours unless sanctioned and supervised by a teacher.
- Chewing gum.
- Using music players, electronic games, etc.
- Playing ball, riding bikes and scooters, or roller-blades inside the school building.
- Excessive wrestling or roughhousing.
- Throwing rocks and other hard objects. Snowball throws are permitted with teacher permission and supervision.
- Using sticks for sword fights unless supervised by a teacher.
- Sleds with metals runners and sliding or sledding head first.
- Hard balls.
- Using swings, ropes and other playground equipment in a manner that puts anyone at risk.

Policies

1. Denial of Attendance to a Student:

Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to SMS to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the Board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

2. Procedure by which Students can be Suspended, Expelled and Reenrolled:

SMS will assemble a student handbook (**Appendix P**) following state law (Idaho Code 33-205) that outlines a “code of conduct,” including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to the following steps, in chronological order:

Step 1: Parent/guardian notification by teacher/staff (written and/or verbal).

Step 2: Parent/guardian notification by teacher/staff/Administrator (written and/or verbal) and possible parent/teacher/Administrator conference.

Step 3: Possible suspension and prior to suspension if needed the Administrator shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification of suspension should not to exceed five (5) school days in length.

3. Re-admission after conference with Student/Parent/Administrator.

Possible additional ten (10) days suspension by the school’s Board of Directors and provided that on a finding by the school’s Board of Directors that immediate return to school attendance by the suspended student would be detrimental to other pupils’ health, welfare or safety, the Board of Directors may extend the suspension for an additional five (5) school days. Reenrollment will occur after holding a conference with the student/ parent/Administrator and reviewing students attitude and behavior history, activities during suspension, recommendations by counselor, teacher, student advocate. Step 4: Expulsion (Idaho code 33-205) by school’s Board of Directors by written notice to the parent/guardian of the pupil stating the grounds for expulsion and the time and place where such parent/guardian may appear to contest the action of the Board. Length of expulsion to be determined by school’s Board.

Step 5: Reenrollment will occur after meeting with school’s Board of

Directors/Administrator prior to end of expulsion, and reviewing students’ attitude and behavior history, activities during expulsion, recommendations by counselor, teacher, and student advocate.

4. Drug and Alcohol Use Policy

SMS will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, WRWMS is committed to the concept of having a drug-free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood-altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted

- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

Student Referral

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student.

Staff Training

SMS will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Administrator through appropriate procedures. To develop reasonable cause for taking action, the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs
- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

Disciplinary Procedure

1. First Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - Student will be suspended for 5 days;
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
 - Law enforcement agency shall be contacted; and,
 - If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - Board of Directors may be petitioned for expulsion of student;
 - Law enforcement agency shall be contacted; and,
 - Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;

- The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
 - Law enforcement agency shall be contacted; and,
 - Child Protection Services (C.P.S.) will be contacted.
4. First Offense for Selling or Delivering (K-8)
- Parent or guardian will be contacted;
 - Law enforcement agency shall be contacted;
 - The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
 - Child Protective Services (C.P.S.) may be contacted.

5. Weapons, Fireworks, and Dangerous Instruments:

Possession, handling, or transporting a firearm, dirk knife, bowie knife, dagger, metal knuckles, or any deadly and dangerous weapons as defined in Section 921 of Title 18 of the United States Code, including any knife, any explosive, including firecrackers, or any other dangerous object [Dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property], on or about his/her possession while on the property of the WRWMS, while engaged in a school activity on other property, and/or while riding school-provided transportation.

Causing or attempting to cause physical injury with a weapon or dangerous implement as defined in the aforementioned paragraph, or behaving in a way that could cause physical injury to any person is in violation of this policy.

Violation of the weapons policy will result in immediate suspension and expulsion for a minimum of one year or as determined by the Board on a case by-case basis. The suspension and expulsion includes no participation in or watching of any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board.

6. Suicide prevention IDAPA 08.02.03.160 (Policy included in Appendix Q.)

Employees

Benefits: *Idaho Code 33-5205(3)(m)*

Syringa Mountain School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Syringa Mountain School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by

PERSI. All employees will contribute to the Social Security System. SMS will make all employer contributions as required by PERSI and Federal Social Security. SMS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. SMS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all employees are enrolled in or covered by health insurance, either through the school provided plan or some alternate plan.

Status

Transfer Rights *Idaho Code §§ 33-5205(3)(o)*

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

Professional Opportunities

All employees will undergo an annual performance review which will in part determine individual and staff professional development needs. SMS teachers are required to be Idaho certified as well as pursuing ongoing Waldorf certification. SMS will provide extensive professional opportunities annually to its teaching staff to include:

- Pre-service training provided in Waldorf education prior to the start of school.
- Mentoring provided during the school year.
- Hiring teachers who are multiply endorsed and who will loop with their students over multiple years.
- Common planning times and time before or after school provided to collaborate and coordinate their instruction.
- Peer observation opportunities provided.

Annual summer professional development occurs with teachers attending either the Michael Institute or Rudolf Steiner College for annual two week intensives in the upcoming grade level they will be preparing to teach. Additionally, specials teachers will attend courses specific to their discipline through the Steiner College.

We have selected the **Michael Institute**, in Portland, Oregon, to deliver our needed **Waldorf certification training**. This is four year training program that occurs onsite during the summers and through online assignments throughout the school year. The director of the Michael Institute, John Miles, will also be contracted to provide onsite mentoring. The convenience of the program location being offered to us just one state over combined with the program's rigor has convinced us that this is a meaningful way to equip our team of teachers to be ready to take on the challenge of opening a cutting edge public Waldorf charter school.

We have selected the **Rudolf Steiner College**, in Sacramento, California, to deliver our **specialized Waldorf certification training**. Rudolf Steiner College is one of America's leading Waldorf teacher education colleges established in 1976. Their programs are designed to meet the professional development needs of our specialty teachers with 2-3 week summer intensives in Spanish Teaching, Remedial Reading, At Risk Students, Arts/Handwork Instruction, and Waldorf Education for Public School Teachers.

Professional development will occur throughout the school year through child study, staff meetings, parent education evenings, special guest speakers and individual teacher mentoring.

Resources for Professional Development

In addition to the scheduled professional development outlined in **Appendix M**, a substantial amount of professional development resources is available online, either for free or at a discounted cost. A professional library will be maintained on site and electronically.

Evaluation of the Administration

The evaluation of the administration will take place annually before the end of June. See **Appendix M** for specific administrator evaluation tools.

Evaluation of Teachers and Staff

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

Contracts *Idaho Code § 33-5206(4)*

All certificated staff will be required to sign a written contract with SMS. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification. A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

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

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

TAB 7

ADMISSION PROCEDURES, ENROLLMENT OPPORTUNITIES, STUDENT HANDBOOK

Enrollment capacity of the school:

Syringa Mountain School probable or expected enrollment and growth (maximum numbers per grade)

Year:	1	2	3	4	5	6	7	8	9
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	30	30	30	30	30	30	30	30	30
1st Grade		30	30	30	30	30	30	30	30
2nd Grade	30	30	30	30	30	30	30	30	30
2nd Grade			30	30	30	30	30	30	30
3rd Grade	30	30	30	30	30	30	30	30	30
3rd Grade				30	30	30	30	30	30
4th Grade	30	30	30	30	30	30	30	30	30
4th Grade					30	30	30	30	30
5th Grade	30	30	30	30	30	30	30	30	30
5th Grade						30	30	30	30
6th Grade		30	30	30	30	30	30	30	30
6th Grade							30	30	30
7th Grade			30	30	30	30	30	30	30
7th Grade								30	30
8th Grade				30	30	30	30	30	30
8 th Grade									30
Total	190	250	310	370	400	430	460	490	520

These numbers are the maximum number of students in each grade. It is our intent to allow the school to grow using a controlled growth plan on a 9 +0-year schedule. We will add one grade level beyond the fifth grade each year up to a top grade level of eighth grade. Additionally, for each year, we will add a second class of a lower grade to promote and allow for growth at the upper levels. Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Waldorf schools are particularly effective with larger class sizes due to practices such as teacher looping, experiential learning, arts integration, daily garden and animal husbandry skills, in other words equal attention to cultivating the child’s heart, head and hands.

Process for Public Notification of Enrollment Opportunities

The following actions will be made to notify the public of enrollment opportunities at SMS. While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Syringa Mountain School each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, SMS shall ensure that such process includes the dissemination of press releases and/or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area for SMS. SMS will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Public notification may include, but is not limited to, SMS school communication vehicles, Mountain Express online, The Sun and the BCSD Web page updates; advertising in local newspapers Mountain Express and The Sun; postings at community centers such as the YMCA, Blaine County Recreation District, Hailey Public Library, the Community Library, public information meetings/open houses to be held prior to the start of the school year and during the school year. At each event, a record of the attendants and email addresses will be collected to follow up electronically with all interested parties and notify them of future enrollment opportunities.

Requests for Admission

Syringa Mountain School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state may make a request in writing for such child to attend SMS. In the case of a family with more than one (1) child seeking to attend SMS, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, SMS on or before the enrollment deadline established by SMS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of SMS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to SMS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by SMS shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Enrollment Deadline

Each year Syringa Mountain School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend SMS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Applications will be accepted after the enrollment deadline either to fill open spots or to be added to the waiting list.

Admission Preferences for Initial Enrollment

If the initial capacity of Syringa Mountain School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to SMS. SMS will follow Idaho Code Section 33-502 (j).

Prospective students will be placed in priority groups as follows:

First Priority: The children of founders and full-time employees provided that this admission preference shall be limited to not more than 10% of the total enrollment. Once the number of founders' applicants reaches the 10% limit, the remaining children of founders will not be included in this category. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.

Second Priority: Siblings of pupils already enrolled in SMS.

Third Priority: Prospective students residing in the primary attendance area of SMS.

Fourth Priority: Prospective students residing outside the primary attendance area of SMS.

For subsequent enrollment periods, prospective students will be placed in the following priority groups as needed for the lottery:

First Priority: Pupils returning to SMS in the second or any subsequent year of operation

Second Priority: The children of founders and full-time employees, provided that this admission preference shall be limited to not more than 10% of the total enrollment.

Third Priority: Siblings of pupils already enrolled in SMS.

Fourth Priority: Prospective students residing in the primary attendance area of SMS.

Fifth Priority: Prospective students residing outside the primary attendance area of SMS.

Founders and Admission Preference Taken from the Bylaws, Article 3, Section 3.2 Founders and Admission Preference: A "Founder" is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders board or committees and has worked at least 100 hours on outside projects. The time on the founders board or committees and the hours on outside projects must be performed by the date of the first lottery. The Board of Directors of SMS will vote prior to the first lottery to identify qualified founders based on the criteria above.

Sibling definition A sibling is defined as a brother or sister living in the same primary household who has one or both parents in common, a half or step sibling, a foster child or a child under legal guardianship of the same parent(s).

Proposed Attendance List for Lottery *Idaho Code § 33-5205(3)(j)*

Syringa Mountain School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery. Each year SMS will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested otherwise. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for founders and full-time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference. Names shall not be carried over from one year to the next.

Equitable Selection Process

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process. SMS will hold a lottery on or before April 30 of each year. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. If the initial capacity of SMS is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then SMS will determine the students who will be offered admission by conducting a fair and equitable lottery.

Final Selection List IDAPA Rule 08.02.04.203.09.

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to SMS in that grade, and shall be offered admission to SMS in such grade until all seats for that grade are filled. All student names that were not selected in the lottery will be listed after the selected students in the order established by the lottery. All openings during the school year will be filled according to the order of this list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Waiting lists for a given school year shall not roll over to a subsequent school year.

Notification and Acceptance Process

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, SMS shall send an offer letter to the parent, guardian, or other person who submitted a request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer will be followed by enrollment information to be completed by such student’s parent or guardian and returned to SMS by the date designated in the materials. Notifications will be by phone call, email, or letter.

With respect to a student not selected for admission in the lottery process, SMS shall notify the parent, guardian, or other person who submitted a request for admission within seven days. The notification will explain that the prospective student is not eligible for admission but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return such offer in a timely manner by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from SMS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Waiting List

A waiting list will be maintained and reviewed throughout the year. Students will be listed by grade and by preference categories. Any student who enrolls after the lottery will be added to the bottom of the waiting list. The waiting list will not carry over from one year to the next.

Public School Attendance Alternative *Idaho Code § 33-5205(3) (n)*

Since a charter school is a public school and SMS is a new entity, not a conversion of an existing school, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other. Enrollment is not mandated based upon residential proximity to SMS, but through parental choice and equitable selection.

Student Handbook and Procedure Ensuring Parental Access to Student Handbook

SMS's handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. The term student handbook is synonymous with parent handbook. The handbook will be distributed to all parents electronically and as a hard copy the first day of school. As part of our registration procedures, parents will receive their handbook and be requested to sign a validation form indicating that they have read and will comply with the handbook. The handbook will also be available for quick reference via the school website. See **Appendix P** for Draft Student Handbook.

TAB 8 *BUSINESS PLAN, DESCRIPTION, MARKETING, MANAGEMENT, FINANCES, TRANSPORTATION, and NUTRITION.*

Business Plan

Syringa Mountain School-is organized exclusively for charitable, educational and scientific purposes. The Articles of Incorporation for Wood River Waldorf Methods School, a Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 30, 2012 and Doing Business As (DBA) Syringa Mountain School documentation can both be found in **Appendix A**.

SMS will initially serve kindergarten through fifth grade with plans to extend to eight grades. SMS will be located within the Blaine County School District, Idaho, and plans to open in August 2014. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. SMS will operate as a public charter school and is subject to all the rules and regulations of traditional public schools. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy. The non-profit status is important in accessing contributions from entities that are willing to donate to the programs of charter schools.

Marketing Plan:

The purpose of the SMS Marketing Plan is to develop a consistent message and implementation process linked to our vision, mission, and values; engage parents, board, staff, students, community; communicate strategically and use communication tools effectively. A PR/Marketing Committee will be formed with interested and if possible experienced parents, teachers, students, and Administrator.

The goals and major responsibilities of the Marketing Committee include:

1. Communicating accurately, creatively and thoroughly the SMS mission using a variety of communication vehicles.
 - a. Annually a variety of media outlets will be used to notify the community about all school events, significant news worthy articles, student achievement and performance, as well as logistics such as the enrollment/re-enrollment and lottery process for SMS. Media coverage will be balanced between reaching the identified audience, utilizing as many free, or low cost options as possible, and ensuring universal access. Media examples include:
 - 1) Community calendars on television, radio, internet, websites and including Spanish stations
 - 2) Ads/articles in back to school edition of Mountain Express newspaper
 - 3) Open houses held three times during the year, and one held one month prior to the start of school.
 - 4) Flyers attached to products sold by local merchants.
 - 5) Information tables at local events/festivals: May Faire, Annual Christmas Bazaar.
 - 6) School website, as well as blogs, Facebook, and Twitter pages

- 7) Public speaking: Chamber of Commerce, Rotary, Community Radio show, KECH news
 - 8) Ongoing articles in the Mountain Express and Twin Falls papers
 9. Development and publication of news releases and articles for all school events and festivities
2. Monitoring community response to inform decision making:
 - a. All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter.
 - b. Collect data from public information events and speakers.
 - c. Monitor public comment on Facebook
 3. Leverage educational offerings through partnerships:
 - a. Development of marketing strategies to attract partnerships that will enhance the educational offerings of SMS. See **Appendix E** for initial partnership collaborations.
 4. Ensuring all students and families are reached with PR/Marketing Plan.
 - a. Include strategies to reach at-risk and non-English speaking students as well as underserved students (Idaho Code § 33-5205).
 - 1) Ongoing articles in the Spanish only section of the Mountain Express
 - 2) Public service announcements on Spanish speaking radio program
 - 3) Spanish language enrollment information posted on SMS's website
 - 4) Posting advertising materials in English and Spanish in writing, electronically and in prominent locations (i.e. the libraries, churches, hospital, clinics, YMCS, BCRD)
 - 5) Providing materials in Spanish at all public events, whenever English materials will be distributed.
 - 6) Advertising materials will state SMS's non-discrimination policy
 - 7) Partnering with the BCSD to utilize SMS site, services and staff to meet the needs of BCSD at-risk and underserved students I.E. Autism-spectrum program students receive therapeutic services at SMS (in progress); I Have a Dream Foundation students attend SMS after school enrichment (in process).
 - 8) Distributing information and presenting information at faculty meetings, administrative meetings and Parent Association Meetings for the BCSD schools.
 5. Enrollment processes are in accordance with Idaho Code
 - a. According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for SMS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school such as the YMCA, libraries, school facility. In addition, SMS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. SMS will ensure that such announcements are broadcast and/or published by such media outlets on not

less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year i.e. online and hard copy ads in both the Mountain Express and The Sun, radio stations KSKI, KECH FM, school website, BCSD website. Enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

During the first three months following authorization, the Marketing Committee will accomplish the following tasks:

Month	Task	Responsible Party	Cost	Completed
September	Identify spokespeople	Committee Chair-Laurie Wertich and Board Chair Dr. Mary Gervase	0	September
	Recruit additional Marketing Committee members: Laurie Wertich, Becquel Smith, Tener Rogers, Svea Grover, Noli Burge, Rebecca Dahl	Committee Chair and SMS Board	0	Ongoing
	Press releases announcing authorization distributed to all media sources	Committee Chair-Laurie Wertich	0	September
	Logo design finalized	Phoebe Pilaro, Svea Grover, Britt Johnston	Donated	September
	Website designed and opened	Mary Gervase	0	September
	Email account opened	Mary Gervase	0	September
	Begin email date base			Ongoing
	Facebook, Twitter, Jumpstart opened.	Laurie Wertich	0	September
	Calendar for social media updates developed	Committee	0	September
	Calendar and determine articles for the media campaign "The birth of a charter school" campaign	Committee	0	September
	Finalizing message and developing scripts, Q and A's, boiler plate to be used on all press releases, etc.	Committee	0	September
	Schedule rotary presentations	Committee-Sept. 10 th - Hailey Rotary-Greg and Mary present	0	September
	Develop and update marketing timeline and tasks	Committee	0	Ongoing
October	Media kit for use by fundraising committee for prospective donors	Committee	\$100 printing	October
	Media kit for use by parents and staff	Committee	\$100 printing	October
	Develop, translate and post enrollment form on website	Laurie and Mary	Donated	October
	Schedule first public meeting	Svea Grover	0	October
	Press release about site update	Laurie Wertich	0	October
	Develop and send first newsletter	Committee	\$100 Constant contact	October
	Continue media campaign "The birth	Committee	0	October

	of a charter school” campaign			
	Develop film script and film	Laurie Wertich, Matt Gershater	Donated	November
	Develop newsletter topics and schedule	Committee	0	October
	Ads designed and placed for enrollment announcements	Committee	\$500	October
	Media blitz for open enrollment start and end dates	Committee	0	October
November	Continue development of materials for committees I.E. fundraising and site committee	Committee	\$100	November
	Revisit and update marketing timeline and tasks.	Committee	0	Ongoing
	Continue to place ads for enrollment announcements	Committee	\$500	November
	Public meeting held, data collected.	Committee	\$50 handouts	November
	Schedule next public meetings for December and February	Committee	0	November
	Continue media campaign “The birth of a charter school” campaign	Committee	0	November
	Newsletter sent	Laurie and Mary		November
	Arrange public event with speaker, release of SMS film, etc.	Committee		November

Appendix L contains detailed marketing activities as part of the Pre-Opening Plan. The marketing budget will rely primarily on low cost or no cost communication vehicles and strategies. The budgets (see **Appendix G and H**) contain a line item for Marketing and Advertising of \$2000 for each of the first three years.

A sample PR/Marketing calendar is included in **Appendix T**.

Management -

An overview of the roles and responsibilities of SMS personnel, board, and administration are provided in Tab 5 under Governance. An overview of roles and responsibilities is also included in Tab 2 Operations.

General management parameters

Board of Directors: (Please see **Appendix D** for resumes). The Board of Directors are responsible for seeing that the academic program of SMS is successful, that the school’s program and operation are faithful to the terms of its charter, and that the school is a viable organization. As outlined in Board source, the Board of Directors has responsibility for 1. Determine the organizational mission and keeping it clearly in focus; 2. Select the school leader, 3. Support and review the performance of the school leader, 4. Ensure effective organizational planning, 5. Ensure adequate resources, 6. Manage resources effectively, 7. Determine, monitor and strengthen programs and services, 8. Enhance SMS public standing, 9. Ensure legal and ethical integrity and maintain accountability; 10. Recruit, orient new board members and assess board performance.

Administrator(s):

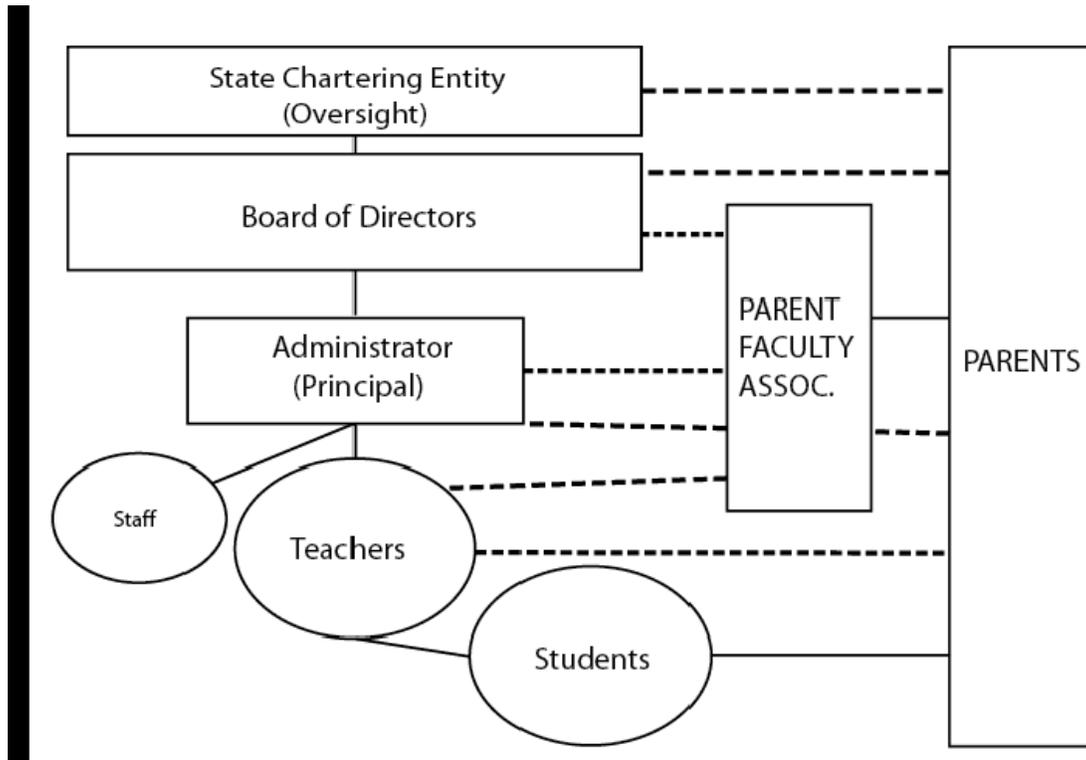
The Administrator is responsible for all financial reporting, legal documents and records of the organization. They will be responsible for building, property and maintenance of all goods and services. They will, along with the Governance Board, be responsible for all outreach, fundraising, events coordination and student recruitment. It is their responsibility to make sure the school adheres to all governing policies and that the school is in alignment with the Waldorf philosophy, principles and pedagogy. The Administrator attends the meetings of the Board of Directors.

Contractual services:

Financial services will be contracted out to licensed and bonded entities. For at least the first year of operation, Sage International School has agreed to provide discounted financial services and oversight. \$12,000 has been allocated for this purpose. As contractual services are considered, additional Funding sources will be utilized to include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

Organizational Flow Chart

SMS will function as a non-profit organization, organized and managed under the “Idaho Nonprofit Corporation Act,” as outlined in SMS’s Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The organizational chart was taken from American Heritage Charter School.

Decision making matrix:

Matrix Narrative

Class/Student Affairs

1. Curriculum: The Teacher Council (includes the Administrator) recommends standards aligned curriculum that meets criteria for supporting project-based instruction and student needs. Board approval is required on all curriculums. Questions or concerns about curriculum used at the School should be directed to the teacher and/or the Director of Education.

2. Calendars/Schedule: The annual school calendar is drafted by the Teacher Council based on the local district calendar; Board approval is required. School events are scheduled by the Teachers' Council with input from the Parent Council and committee chairs.

3. Class Culture/Routine: The teacher is responsible for everything that happens in the classroom and sets classroom norms and routines with input from his/her students. Parents play an integral role in the classroom as volunteers and partners in their child's learning. They help facilitate the teacher-led curriculum and provide their own experience and skills where appropriate.

4. Enrollment: Enrollment in the school is dictated by legal and board policies.

5. Class Size: Class sizes are determined by the Board with input from the Administrator and are driven largely by budget and programmatic concerns. Parents input may be solicited through surveys and Parent Council Meetings.

6. Class Lists/Placements: Class lists are the sole responsibility of the Teacher Council. Since there are many factors and considerations affecting student placements that parents may not be aware of, the staff's decision regarding class placement should be respected. If for any reason, a parent has an extenuating issue with his/her child's placement, it should be addressed to the Administrator.

7. Student Discipline: The Teacher Council is responsible for establishing behavior norms; the entire staff is responsible for ensuring that all students are provided with a safe learning environment where all are respected. Parents' role is to support them by reinforcing the expectations with their own child(ren). Parents are not permitted to discipline students. Student referrals, suspensions and expulsions are the sole responsibility of the teachers and the Administrator. The Board must approve all student expulsions.

8. Special Education: Special Education is the responsibility of the Teacher Council and the Administrator, when needed; it is strictly regulated and governed by legal requirements. The Board is responsible for ensuring compliance with all special education laws. Parents have input regarding the needs of their own child with respect to special education.

9. School Events: The Teacher Council is responsible for scheduling and planning all school events with input from the Parent Council and committee chairs/members.

Money/Fundraising

10. General Fund School Budget: The annual school budget is determined by the Board with input from the Administrator and the Teacher Council. Budgetary procedures are regulated by

legal policies. The Parent Council may make budgetary requests for items that fall outside the parameters of their budget.

11. Parent Council Budget: Funds raised from parent contributions, and school fundraisers are allocated by the Parent Council with input from the Teacher Council and the Administrator.

12. Accounting/Purchasing: School accounting and purchasing procedures are governed by law and are the responsibility of the Administrator, and contracted finance services, with input from the Teacher and Parent Councils. The Board approves all accounting/purchasing transactions.

13. Fundraising: The School Fundraising Policy is governed by the Board. Fundraisers are the responsibility of the Administrator and the Fundraising Committee of the Board with input from the Parent and Teacher Councils, in compliance with board policy.

14. Facilities Management: Facilities Management is primarily the responsibility of the Administrator and site maintenance staff and is guided by legal and risk management concerns.

Personnel and Board Issues

15. Grievance Process: The Board is responsible for approving the Conflict Resolution Policy with input from the Administrator and Teacher and Parent Councils. It is the responsibility of all stakeholders to utilize and follow the policy when necessary.

16. Employment:

Selection: Board members are selected through the Board Selection Committee. The Administrator is selected by the Board. Certificated teachers working more than 50% are selected through the Staff Selection Committee comprised of an equal number of parents and teachers and the Administrator with input from the Teacher Council and recommended to the Board for approval. Classified personnel are selected by the Administrator and approved by the Board. Hiring policies and procedures are governed by law and outlined in Board policy.

Evaluation: The Administrator is evaluated annually by the Board. Teachers and Para educators are evaluated annually by the Administrator; classified staff is evaluated by the Administrator.

Operations. Parent input on staff and board member performance is requested annually through the year-end survey.

Dismissal/Layoff: All employee terminations are made by the Board with input from the Administrator, in compliance with governing law.

17. Professional Development: Staff Professional Development is determined by the Teacher Council. Funding for professional development is approved by the Board and by the Parent Council if budgeted by them.

Legal Issues:

18. Legal Procedures/Compliance: It is the responsibility of the Administrator and the Board to adhere to all regulatory policies and governing law.

19. Health and Safety: The Board is responsible for establishing the School's Health and Safety policy. The Administrator, Teacher Council, and classified staff are responsible for following procedures to ensure the health and safety of all students at school. Parents are requested to alert their child's teacher and/or the Administrator if they are concerned about a health or safety issue.

Planning for the Future

20. Strategic Planning: The Board is responsible for strategic planning of the school with direct input from all stakeholders: parents, staff, and students.

21. Volunteer Projects: Parents are responsible for all volunteer projects under the direction of the School's Administrator.

22. Scope of Committees: School committees are determined by the Parent Council and the Administrator. Board Committees are determined by the Board.

23. Outreach/Marketing: The Administrator is responsible for outreach and marketing of the school under the direction of the Board, the Board's Marketing Committee and with input from the Teacher and Parent Council.

24. The Board will adopt board policies further clarifying Board roles and responsibilities and administrator roles and responsibilities.

Job descriptions of key personnel See Appendix M.

Staffing plan/number of employees.

The school will open with approximately 6.5 teachers (including a half time special education teacher), 1 paraprofessional, one administrator and one office staff. See **Appendix G and H** for staffing budget and changes over time. By year three, SMS anticipates 10 teachers, 1 special education teacher, and 1 Para-professional, administrator and office staff.

The SMS staffing plan will clarify the roles of staff, provides job descriptions, a performance management process and status reporting procedures. SMS Board has received permission from the BCSD Superintendent, Dr. Lonnie Barber, and Sage International School Principal Don Keller, to adopt policies and procedures whenever feasible. SMS will utilize as a starting place BCSD and Sage International School job descriptions and evaluation templates, adapting them to the unique needs of the charter school. Additionally, SMS will utilize the Charlotte Danielson Framework for Teacher Evaluation. See **Appendix M** for evaluation rubrics.

Facilities plan/planned capital improvements See Tab 2 and Appendix K.

Pre-opening plan/schedule of work for next year is included in Appendix L.

Instructional Hours: The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades Hours

K 450

1-3 810

4-8 900

Records Management: The Board Secretary and/or Clerk will be the custodian of records under the supervision of the Administrator. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

FINANCIAL

Budget:

The budget for SMS will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school Web site. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long-Term Budget: An initial budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached in **Appendix G and H**.

Income Sources: Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. Parent volunteers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

Working Capital and Assets: SMS does not expect to have working capital and assets until after the charter is approved. An anonymous \$500,000 pledge has been received for site and faculties costs.

Expenditures: Purchasing Process: The principal will determine procedures for procuring goods and services with approval from the Board of Directors.

Payroll Processing: SMS will outsource its payroll processing as determined by the principal with approval from the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles. SMS will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management. Sage International School is providing oversight of our financial management. See **Appendix E**.

Bonding: Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

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

SMS will follow this or a similar process for revenues:

1. Revenues will be received by the accountant/business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Principal and SMS's Board of Directors will also review the record of revenues and will approve the transactions. The preparation for and the review of the annual financial audit will provide an additional financial safeguard.

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

The purchasing procedure will be as follows:

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

Reports and Audits: SMS will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. The

SMS Principal/Business manager will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month. The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-up Budget: A copy of the estimated start-up budget is contained in **Appendix G**.

Three Year Estimated Budget: A copy of the three year estimated budget is contained in **Appendix H**.

First Year Month-by-Month Cash Flow: A copy of the estimated first year month-by-month cash flow is contained in **Appendix I**.

FUNDRAISING

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

The SMS Fundraising plan will identify who is responsible for fundraising, how fundraising benefits the school and community, what resources are available, and how to develop a fundraising plan. Fundraising is a shared responsibility. The Parent Advisory conducts fundraising events throughout the year, see festivals in **Appendix P**, Student Handbook. The Administrator in conjunction with the Board applies for grants. The Administrator also oversees an annual fundraising campaign to provide resources for expenses not allowed for by state funding, i.e. facilities purchase. The Board will assume responsibility for developing a Fundraising plan, and revisit and update it annually.

The SMS fundraising strategy combined with student funding revenue will create financial sustainability for the Charter School. Fund development is an ongoing, process that engages all staff and every board member in some way. This Fundraising Strategy will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Development Committee of the Board of Directors.

Fund development provides a mix of funding that will sustain basic operations, allow for expansion of educational programs, and generate sufficient cash flow to cover operating costs. Activity associated with strengthening fund development should be taking place every day at the Charter School. It is vital to the sustainability of the school to place as high a priority on fund development as any other organizational component.

To some, fund development means having a bake sale or applying for a grant. It can and should be so much more. Fund development does include those activities, but *effective* fund development produces more than money. Fund development includes building stronger relationships, helping Board members feel comfortable asking for money, and understanding the interests of Charter School donors. This overview will outline fundraising areas and will show projections of what needs to be raised in each area. Each area has a committee associated with it that will determine the goals and timeline for each fundraising activity.

The Development Committee of the Board oversees all of the fundraising activities. The importance of preparing monthly progress reports cannot be stressed enough. These reports, prepared by the Development Director, are essential to monitoring the plan by comparing the actual results of fundraising activities with the projected incomes of each area. This information allows us to focus on activities that are productive and intervene in areas that are not. Each year the Administrator, Development Director and the Board Development Committee work together on the development plan for the year to come and provide to the Board a written evaluation of the past year's development efforts.

The fundraising objectives for SMS:

Major Gifts

The Development Committee must continually strive to identify, educate and cultivate key donors who are capable of making major gifts. These are people who are either personally motivated to give because of the wonderful education the Charter School provides their children or those who are not directly involved but are impressed by what the Charter School represents. At the Charter School all students are equally important and all potential donors are worthy of equal respect. However, from a fundraising perspective it is the donors who have been identified as having the greatest capacity to give who should receive the most time and attention from the Administrator, the Development Director, and the Board. School development personnel that focus on major gifts and major donors always raise the most money. It is not simply a process of asking someone for money and getting it. Relationships must be cultivated and once these relationships develop into donors, they must be thanked, acknowledged, and kept informed of the ongoing successes of the school.

An anonymous gift has been pledged to SMS in the amount of \$500,000 for site and facility costs. See Appendix E for notification.

Timetable:

Cost:

Projected Income:

Point Person: Administrator Development Director, Board of Directors

Strategies: Identify and create list of people with capacity; Development Director trains those making the ask. The Administrator along with members of the Board personally contacts major donors who have been identified by the Development Director and work to establish a relationship with them. Adequately thank donors within 48 hours.

Annual Fund

The Annual Fund Campaign consists of an annual appeal to Charter School families, relatives, alumni, and the Board of Directors that will raise significant, unrestricted revenue. This annual fundraising program will provide essential operating funds that are above and beyond state funding. Because state funding does not cover all of the annual costs of educating students the funds raised through the Annual Fund Campaign will help balance the operating budget which is the school's top priority. In the future these funds will support programs directly benefiting Charter School students such as enhancing the curriculum, supporting faculty professional development, and building repairs and maintenance. The Annual fund builds a donor database and gifts to the Annual Fund are tax deductible.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: Set financial goal. Develop materials (letterhead, remittance envelope). Identify donors. Create mailing list – board, staff, faculty, relatives, friends. Create letter defining need. Thank donors within 48 hours. Ensure 100% participation by Board of Directors.

Special Events

Determine the signature events for Charter School fundraising. In addition to raising money for the school the event has the potential to be used to provide good publicity and public relations. This event also provides the opportunity to add names to the database, identify volunteers and record the giving amounts of attendees that will be helpful for future fundraising.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: Establish volunteer committee(s). Determine theme, date, location. Create materials (posters, invitations, etc). Produce announcements for local newspapers and public service announcements for radio and television and Hang posters for event in area businesses. Thank donors and attendees within one week of event.

Foundation Grants

Includes written grant requests for funding as well as corporate matching gift programs which seek to maximize support for the school from business and private foundations. The approach to foundations must be based on sound research, exemplary proposal development, and establishing relationships with foundation staff.

Timetable:

Cost:

Projected Income:

Point Person: Development Director with assistance from Administrator and parents

Strategies: Research grant opportunities that align with the mission of the Charter School. Make direct personal contact with Foundation staff to review all grant applications. Focus efforts where you have the best chance of receiving funds. It is important to estimate how much effort and what resources are needed to write and administer a grant versus how much funding the grant will generate. Is it worth writing a grant for?

Partnership Fundraising Options

These programs raise money for the Charter School through everyday activities such as grocery shopping.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: List the partnership opportunities in every newsletter. Create a plan to educate families on all of the programs.

Endowment Fund/Planned Giving (or Legacy Giving)

The Endowment Fund is the financial foundation of a school. An Endowment Fund offers opportunities for individuals to contribute to the long-term stability of the school. The money is invested and remains untouched for many years and only when there is significant interest income can that income be used for either restricted or unrestricted purposes. The principle is maintained in perpetuity. The Endowment is a permanent fund that “gives back” a portion of its annual earnings to the operating budget and provides a long term strategy for stemming steep tuition hikes and securing the schools future. Planned Giving (or Legacy Giving) allows a donor to make a gift to the school through wills, trusts, and insurance policies. This usually involves a one on one conversation with the donor to set the terms and conditions that assist the donor with estate and tax planning.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategy: Develop investment policy for the Charter School. Educate the Charter School community about the tax consequences of contributing to an endowment. Set goal for Endowment. Create informational flyer. Conduct informational meeting for families.

Capital Campaign

A capital campaign has a limited scope and timeframe and is usually for the purpose of building a new facility or renovating an existing one, although capital campaigns can be used to fund any special project. Capital campaigns often run simultaneously with other fundraising activities. Feasibility studies to determine strategy and services of a consultant with specific expertise are often utilized to ensure success.

Timetable:

Cost:

Projected Income:

Point Person:

Strategy:

TRANSPORTATION SERVICES Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

SMS will not offer transportation services for students from the initial opening of the school in the 2014-15 school year. SMS will investigate contracted transportation options once approval is obtained. If fiscally viable, services will be offered for the second year of operation, 2015-2016.

To ensure that lack of a transportation will not negatively affect student enrollment, SMS will coordinate with the public transportation system, Mountain Rides. The BCSD presently has contracted with Mountain Rides for provide free bus passes for any BCSD student. SMS has an agreement from the Director of Mountain Rides that a similar arrangement will be extended to SMS. As per the director, \$3500 would provide bus passes for all SMS students during the school year only, with ridership occurring Monday through Friday only. This contract would be re-evaluated and adjusted based on actual ridership at the end of the first year. If discounted or free bus passes are not available to SMS students, a scholarship pool will be established to

ensure students unable to purchase regularly priced student bus passes are not eliminated from the public transportation program.

Additionally, SMS will work with the Parent Association to assist with carpooling. A portion of the registration form will contain an option for parents to share and publish carpooling information. The Parent Association will take this information, and link it to other parents seeking carpooling options. This is being modeled after an effective carpooling program developed by The Village Charter School.

Once the site is purchased or leased, a meeting will be held with the BCSD Transportation Director to seek an actual transportation bids. In an initial meeting with the superintendent, Dr. Lonnie Barber, he indicated as a charter school and using only the state transportation allotment, we would be unable to afford BCSD transportation services. A meeting will also be held with First Student Transportation in Gooding, Idaho to obtain transportation bids. Estimated field trip costs will be factored into the transportation bids. These discussions will be conducted annually until services can be offered.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for fieldtrips, excursions, and extracurricular activities will be provided by the school through contracted services.

If or when SMS determines it can offer transportation services, these services will be offered to students within our primary attendance area, Blaine County School District (and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. SMS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants. A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. SMS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

SCHOOL LUNCH PROGRAM Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations

SMS will not provide nutrition services in year one. The parent handbook and student registration materials will communicate the need for students to bring their nutritious lunch and snack daily. Guidelines for what constitutes a nutritious snack are included in the parent handbook. Student will eat in their classroom unless lunch room facilities are available.

SMS is committed to modeling what is taught in the garden, farm and sustainability curriculum in which students learn to grow, harvest and prepare organically grown foods. The SMS board have already initiated discussion and visited Gooding School District to learn about their farm to table child nutrition program. SMS has also been in dialogue with the Blaine County School District child nutrition director (See **Appendix E**).

If nutrition services can be offered primarily using organic and locally grown foods and in a financially viable manner, SMS anticipates offering a school lunch program during its second year of operation, 2015-2016. The Board is committed to continuing to discuss these issues with both the BCSD and Gooding School District Child Nutrition Directors annually. The Board will only consider offering a school lunch program if it is financially viable and organic, whether it includes the National School Lunch Program funding or not.

If nutrition services are offered, the appropriate application will be included in student registration/enrollment packets. SMS will follow the annual income eligibility guidelines as established by the USDA. Additionally, if provided, SMS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

Whether students are provided lunch or are bringing their own, SMS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods to encourage healthy eating habits.
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)
7. Student will eat in their classrooms and share clean up chores.
8. Students are encouraged to bring re-usable containers and to compost uneaten foodstuffs. Compost bins will be provided.

TAB 10 BUSINESS ARRANGEMENTS AND PARTNERSHIPS, TERMINATION, CLOSURE PLAN

Description of Business Arrangements and Partnerships, Including Lease Agreements

A number of business arrangements, partnerships and Lease agreements are described below and documented in Appendix E.

Preliminary discussions have been held with the BCSD regarding possible Memorandum of Understanding (MOU) for services such as transportation, special education, ELL, ESL, school nutrition.. See letter from Dr. Lonnie Barber, Superintendent of Schools in **Appendix E**.

Preliminary discussion has occurred with Gooding School District Child Nutrition Services and the Blaine County School District for oversight on contracting with an outside provider for school lunch. See letter from Anji Baumann, Child Nutrition Director and Duane Sorensen, BCSD Child Nutrition Director in **Appendix E**.

Preliminary discussion has occurred with Sage International for accounting, payroll oversight. Once the school receives authorization, these MOU's will be developed and formalized. See letter from Don Keller in **Appendix E**.

SMS is in collaboration with the YMCA to offer collaborative after school programs. See letter from Jason Fry, CEO, Wood River YMCA in **Appendix E**.

Preliminary discussions have been held with Nurture Foundation to collaborate with SMS curriculum on farm, garden and sustainability. See letter from Amy Schlatter, Nurture Foundation Educator in **Appendix E**.

Preliminary discussions have been held with the Flourish Foundation See letter from Ryan Redman, President, and Flourish Foundation in **Appendix E**. The Foundation already provides classes for BCSD students on mindful awareness training and would like to expand to include SMS students.

Pro bono legal assistance provided by Selim Star. See letter in **Appendix E**.

Discounted bus passes have been committed for SMS student use by Jason Miller, Director, Mountain Rides Transportation Authority. See letter in **Appendix E**.

The Woods Family and Kate Woods have pledged to donate the furnishings of The Mountain School to the new school. They have additionally offered to lease the school property on a short term basis if needed.

A commitment to conduct research on SMS's behalf has been committed by Boise State University, Department of Special Education and the Pesky Learning Center (PLC). See letter from Dr. Evelyn Johnson, Professor and PLC Director in **Appendix E**.

SMS is already a member of the Alliance for Public Waldorf Schools. This membership provides SMS access to professional development, networking, consulting, legal assistance and CCSS aligned curriculum and lesson plans. See email from Stephanie Skinner, Alliance for Public Waldorf Schools Administrative Coordinator in **Appendix E**.

SMS will follow the guidelines provided by two professional organizations, Waldorf Early Childhood Association of North America (WECAN) and Association of Waldorf Schools of North America (AWSNA) regarding the legal use of the term “Waldorf” in any school publications even though the legality of the “copyright” is inconclusive. See email from Will Stapp, Director of the Alliance for Public Waldorf Education in **Appendix E**.

TERMINATION OF THE CHARTER Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

SMS will follow all closure and termination procedures as outlined in any closure framework or protocol adopted by or recommended by the Idaho Public charter School Commission

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

When the board determines that the school will be terminated, the board president will execute the termination. The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors. Within the month after the determination to dissolve the school, the Board President will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. They will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. They will send the records to the school that parents have requested.

Within two months after the determination to dissolve the school, the Board President will send the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the board. SMS will maintain a Facebook page or similar page stating who to contact for student records.

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

The President of the Board will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code §§ 30-3-114 and 30-3-115 of the Idaho Code. At least 80% of the proceeds will be used to pay creditors in the following order and categories:

Staff salaries, benefits

Contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education
Leases, mortgages

Once appropriate assets have been used to pay creditors, SMS will donate or redistribute remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the Public Charter School Commission in accordance with Idaho State Statute.

Additional details of the dissolution are found in **Appendix S** Dissolution.

Appendix D: Articles of Incorporation and Bylaws

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SECRETARY OF STATE
STATE OF IDAHO
FILED EFFECTIVE

**ARTICLES OF INCORPORATION
OF
Wood River Waldorf Methods School,
A Public Charter School, Inc.**

Articles of Incorporation of the undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Idaho, do hereby certify:

ARTICLE I

The name of the corporation shall be: Wood River Waldorf Methods School, A Public Charter School, Inc.

ARTICLE II

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purpose for which this corporation is organized is the operation of a public charter school.

ARTICLE III

The street address of the registered office is 73 Pioneer View Drive, Hailey, Idaho 83333 and the registered agent at such address is: Dr. Mary Gervase

ARTICLE IV

The name(s) and address(es) of the current Directors are:

Name	Address
Dr. Mary Gervase	P.O. Box 300, Hailey, Idaho 83333 73 Pioneer View Drive, Hailey, Idaho 83333
Ben Rogers	118 Grace Drive, Hailey, ID 83333
Joy Higdon	517 N. First Ave, Hailey ID 83333

Wood River Waldorf Methods School Articles of Incorporation 1

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ARTICLE V

The name and address of one incorporator: Dr. Mary Gervase, P.O. Box 3531, Hailey, Idaho 83333 or 73 Pioneer View Drive, Hailey, Idaho 83333

ARTICLE VI

The mailing address of the corporation shall be: P.O. Box 3531, Hailey, Idaho 83333

ARTICLE VII

The corporation does have voting members.

ARTICLE VIII

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

ARTICLE X

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending Wood River Waldorf Methods School will immediately be transferred to the students' school district of residence.

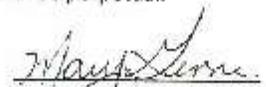
ARTICLE XI

The fiscal year of the corporation shall be July 1 through June 30.

ARTICLE XII

The duration of the corporation shall be perpetual.

Dated this 9th of July, 2012.


Dr. Mary Gervase, Incorporator
720-6327, 788-9729

BYLAWS

Wood River Waldorf Methods School, A Public Charter School, Inc. Doing Business As Syringa Mountain School.

Filed and approved by the Idaho Secretary of State 7/10/2012

Amended Articles will be filed upon approval by the Public Charter School Commission

ARTICLE I

OFFICES

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Blaine, State of Idaho, as the Board of Directors shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Blaine, State of Idaho.

ARTICLE 2

PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of: a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code; or a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any fixture Federal income tax code.

ARTICLE 3

NO SHAREHOLDERS/PARENT MEMBERS/MEMBERS

Section 3.1 No Shareholders

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

Section 3.2 Qualifying Parent/ Parent Members/Members

Nothing in the Article 3 shall be construed to limit the Corporation's right to recognize a "Qualifying Parent" as a Parent Member or Member of the Corporation. Parent Members or Members of the corporation may originate or take part in the discussion of any subject that may properly come before any meeting of the board, but may not vote except for election of Directors. The Corporations right to recognize and refer to its Parent Members or Members shall not render anyone a shareholder within the meaning of Idaho Code 30-334 of the Act.

Section 3.3 Founders and Admission Preference

For purposes of these Bylaws, a "Founder" is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders board or committees and has worked at least 100 hours on outside projects. The time on the founders board or committees and the hours on outside projects must be performed by the date of the first lottery. The Board of Directors of SMS will vote prior to the first lottery to identify qualified founders based on the criteria above.

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

ARTICLE 4

BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

BYLAWS

Initial terms: Directors appointed or elected in the first year of incorporation will serve terms as follows:

Dr. Mary Gervase	1 year
Travis Scott	1 year (parent)
Don Keller	1 year
Phoebe Pilaro	2 years (parent)
LaurieWertich	2 years
Greg Bloomfield	3 years (parent)
Ben Rogers	3 years (parent)

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors appointed by majority vote of the then-current Board based on committee performance, and having needed areas of expertise.

No more than four (4) Directors may be a parent with one or more children attending the Public Charter School. After the initial year of operation, Directors will be elected to fill vacancies on the Board by majority vote of Members of the Corporation at the Corporation's annual meeting.

The Board will establish a Nominating Committee to recruit and identify one or more candidates to fill each vacancy on the Board. Candidates are identified based on committee performance and having needed areas of expertise.

Voter Qualification: Except as provided herein, each Member may cast a vote for each Director elected at the annual meeting. In order to be qualified to vote, the Member must have at least one child enrolled at SMS as of the date of the Special meeting. If two or more members qualify as "parent" of an enrolled child, such Members shall be collectively entitled to cast one vote for each Director at the Special Meeting. Members with more than one child enrolled in SMS may only cast one vote for each Director regardless of the number of children they have enrolled. Prior to the casting of the votes, the President or Secretary of the Corporation shall verify the identity of the Members eligible to vote by requiring proof of identification in the form of a driver's license or other form of identification deemed satisfactory by the President or Secretary.

Proxy: Members may vote either in person or by a proxy signed by such member and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 30 days prior to the date of the meeting. Such proxy will be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

Tabulation of votes: Voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation. At the conclusion of the balloting, the President or Secretary of the Corporation shall count the votes prior to the adjournment of the meeting. At least 10% of the total number of qualifying votes must be cast at the Special Meeting in order to ratify an election of Directors. If less than 10% of the total number of qualifying votes is cast at the Special Meeting, the results shall be discarded and the Special Meeting shall be re-noticed as specified in Section 5.3 for a date not less than three (3) and not more than fourteen (14) days after the date of the Special Meeting at which an insufficient number of votes were cast.

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

Section 4.4 Term

Directors shall be elected or appointed to three (3) year terms of office except for the first year of incorporation, where seats will be staggered as listed above in 4.1.

Each Director shall serve until the Members, at the annual meeting of the Corporation, duly elects his/her successor.

BYLAWS

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office, whichever comes first. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of the SMS Public Charter School according to the best of my ability.

Section 4.8 Charter Board Code of Ethics

Upon election/appointment or within fifteen (15) days from the commencement of his/her term of office, whichever comes first, the Director will sign the Charter Board Code of Ethics. A file of signed Code of Ethics will be kept in the office of the Board Secretary or his/her designee.

Section 4.9 Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business in an amount to be established by the Board.

Section 4.10 Employees

The Board shall have the power to hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

Section 4.11 Voting

Voting by the Board shall be in person or by proxy vote. Tie votes will be broken by the Chairman of the Board.

Section 4.12 Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Section 4.13 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

BYLAWS

Section 4.14 Committees

The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

Section 4.15 Validity of Instruments

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5

BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Blaine, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of Directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the second Thursday of August, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter pursuant to these Bylaws.

Section 5.3 Regular Meetings

Regular meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month.

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.5 Meetings Open to the Public

Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

Section 5.6 Telecommunications Devices at Meetings

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided, however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.7 Meeting Agendas

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with the Syringa Mountain School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance.

BYLAWS

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.8 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.9 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting on the school website, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.10 Executive Sessions

“Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the Chairman, acting Chairman or Vice Chairman of the Board of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.11 Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Section 5.12 Meeting Conduct and Order of Business

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

Section 5.13 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6

OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve at the pleasure of the Board for a term of one (1) year when their respective

BYLAWS

successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. The Chairman of the Board shall sign all papers and documents as required by law and as authorized by action of the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information about all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, for cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7

CHARTER SCHOOL POLICY

Section 7.1 Adoption and Amendment of Policies

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent or Chief Administrative Officer for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent or Chief Administrative Officer to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading.

BYLAWS

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.

The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption. Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

Section 7.2 Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent or Chief Administrative Officer shall have to power to act. His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent or Chief Administrative Officer to inform the Board of such action and the need for policy.

Section 7.3 Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

Section 7.4 Policy Manuals

The Superintendent or Chief Administrative Officer shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

Section 7.5 Administrative Procedures

The Superintendent or Chief Administrative Officer shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Superintendent or Chief Administrative Officer shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent or Chief Administrative Officer may request prior Board approval.

ARTICLE 8

PUBLIC RECORDS REQUESTS

Section 8.1 Records Available to Public

Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Superintendent or Chief Administrative Officer or at a place designated by the Superintendent or Chief Administrative Officer.

Section 8.2 Written Records Request Required

All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

Section 8.3 Copying Fee Schedule

The copying fee schedule of the Charter School is as follows:

- (a) Copies of public records —10¢ per page and any media such as CDs, DVDs or over-sized items at cost;
- (b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:
 - (1) The request is for more than 100 pages of records;
 - (2) The request includes non-public information that must be redacted from the public records; and/or
 - (3) The labor associated with locating and copying the records exceeds two (2) hours.

The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: the inability to pay; or that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

BYLAWS

Section 8.4 Response to Request for Examination of Public Records

The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request. If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

Section 8.5 Other Provisions of the Public Writings Law

Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 9

CONFLICTS OF INTEREST

Section 9.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or charter school.

Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 9.3 Contracts Involving the Spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such Board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 9.4 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 10

FISCAL AFFAIRS

Section 10.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 11

NOTICES

Section 11.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 11.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

BYLAWS

ARTICLE 12 DISSOLUTION

Section 12.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

ARTICLE 13 AMENDMENTS

Section 13.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until approved by the Authorizer. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Wood River Waldorf Methods School, A Public Charter School, Inc. Doing Business As Syringa Mountain School, an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

**ARTICLE 13
AMENDMENTS**

Section 13.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made therein indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Wood River Waldorf Methods School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

M. Kelly _____ 9/30/12 (date)



227



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

Please type or print legibly.

Instructions are included on back of application.

FILED EFFECTIVE

2013 JUL -3 AM 10:30

SECRETARY OF STATE
STATE OF IDAHO

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Syringa Mountain School

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

Name

Complete Address

Wood River Waldorf Methods School,
a public charter school, Inc.

PO Box 3531, Hailey, Idaho 83333

(C195313)

3. The general type of business transacted under the assumed business name is:

- Retail Trade
- Wholesale Trade
- Services
- Manufacturing
- Finance, Insurance, and Real Estate
- Transportation and Public Utilities
- Construction
- Agriculture
- Mining

4. The name and address to which future correspondence should be addressed:

Dr. Mary Gervase

PO Box 3531

Hailey, Idaho 83333

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Submit Certificate of Assumed Business Name and \$25.00 fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

Secretary of State use only

Signature: *Mary Gervase*

Printed Name: Dr. Mary Gervase

Capacity/Title: Incorporator

Signature: _____

Printed Name: _____

Capacity/Title: _____

IDAHO SECRETARY OF STATE
07/03/2013 05:00
CK: 1464287 CT: 172099 BH: 1380769
1 @ 25.00 = 25.00 ASSUM NAME # 2

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Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

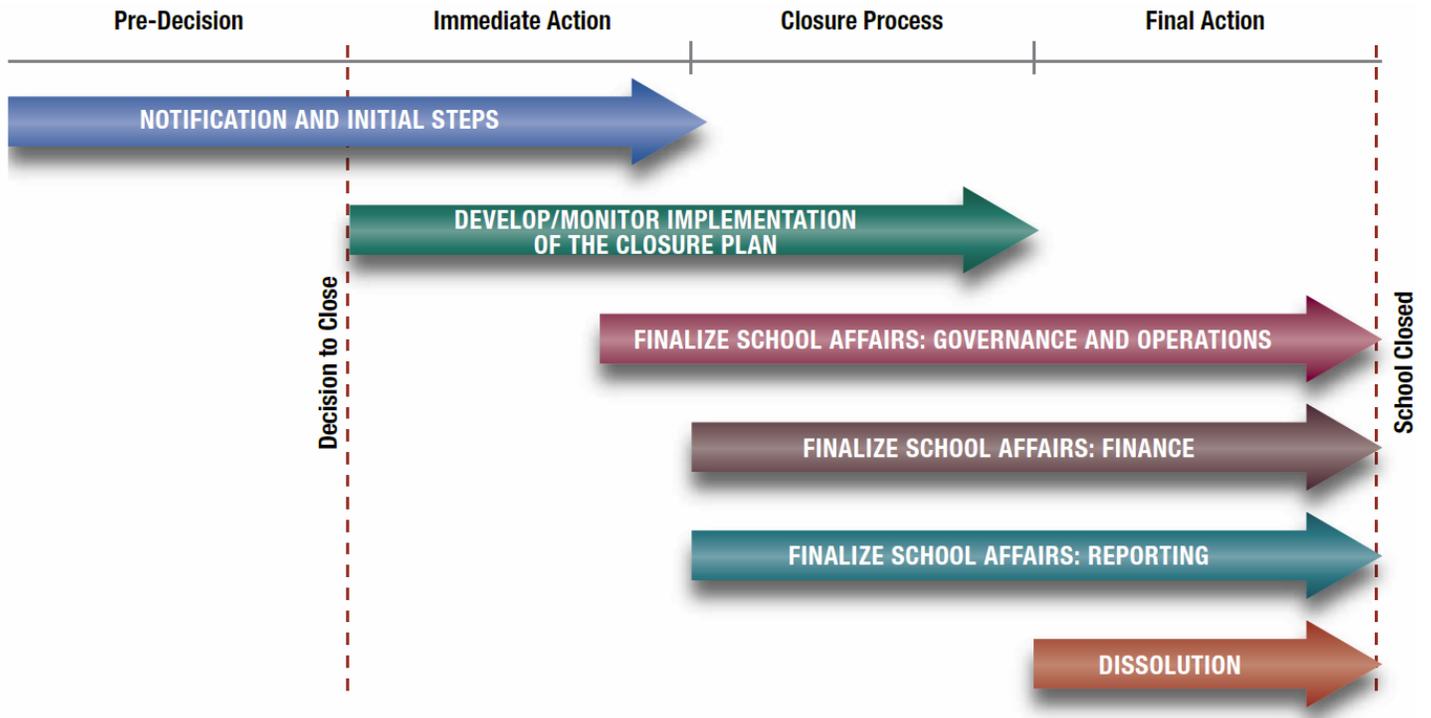
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

Appendix F: Enrollment Capacity

Appendix J: Enrollment Capacity Growth Table

Syringa Mountain School
October 10, 2013

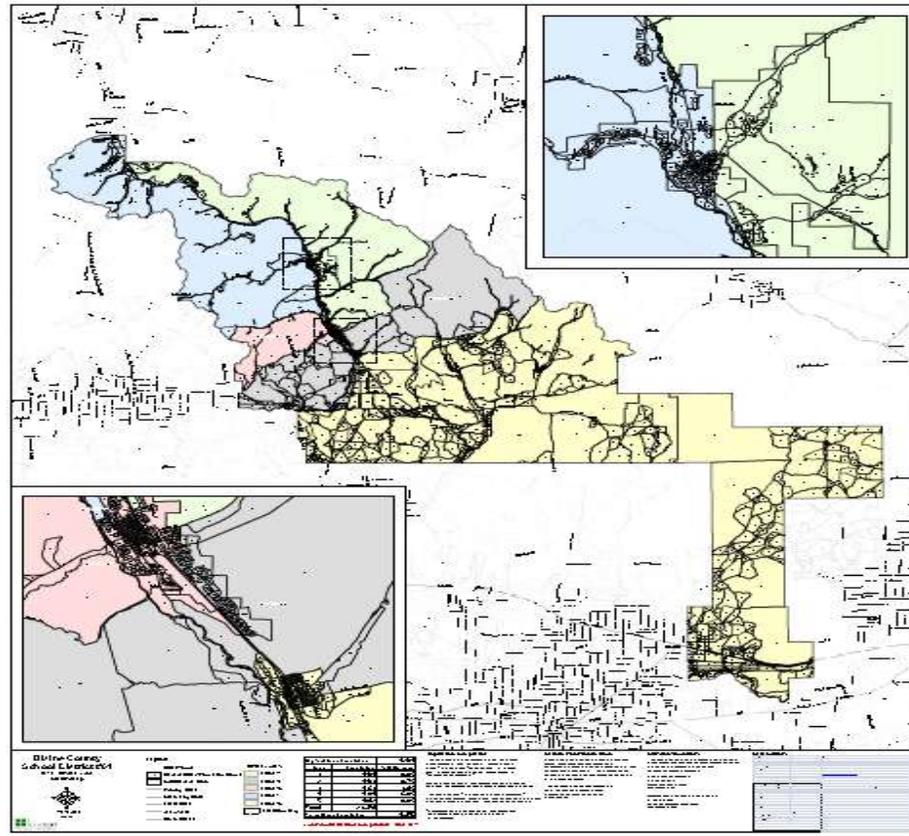
Expected enrollment and growth (maximum numbers per grade)

Year:	1	2	3	4	5	6	7	8	9
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	30	30	30	30	30	30	30	30	30
1st Grade		30	30	30	30	30	30	30	30
2nd Grade	30	30	30	30	30	30	30	30	30
2nd Grade			30	30	30	30	30	30	30
3rd Grade	30	30	30	30	30	30	30	30	30
3rd Grade				30	30	30	30	30	30
4th Grade	30	30	30	30	30	30	30	30	30
4th Grade					30	30	30	30	30
5th Grade	30	30	30	30	30	30	30	30	30
5th Grade						30	30	30	30
6th Grade		30	30	30	30	30	30	30	30
6th Grade							30	30	30
7th Grade			30	30	30	30	30	30	30
7th Grade								30	30
8th Grade				30	30	30	30	30	30
8 th Grade									30
Total	190	250	310	370	400	430	460	490	520

Appendix G: Attendance Area Map

APPENDIX J

Primary attendance area and neighborhood school boundaries



Map can be accessed at the BCSD Website http://www.blaineschools.org/District/Board/Zone_Map.aspx

Primary Attendance Area for Blaine County School District 61

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho College and Career Readiness Academy, Incorporated, commonly known by its assumed business name Idaho Technical Career Academy or ITCA (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 10, 2013, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2014; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- **School Mission.** The mission of the School is as follows: ITCA is a virtual career technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.
- **Grades Served.** The School may serve students in grade 9 through grade 12.
- **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - Provide academic core curriculum aligned to state standards
 - Provide a sequence of instruction in career-technical pathways
 - A pathway is a three-year sequence of focused coursework in a particular career cluster
 - All students will be continually enrolled in career technical coursework
 - Place each student with an advisory teacher
 - Foster industry involvement
- 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 B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be unlimited. The maximum number of students who may be enrolled per class/grade level shall be unlimited. Enrollment of new students will conclude on February 15th of each school year. Students who are not enrolled as of February 15th will be eligible to enroll for the following school year.

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.

D. School Facilities. 1695 S. Eagle Road, Suite 150, Meridian, ID. 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: State of Idaho.

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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.

- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, ITCA School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. The conditions set forth below will have the following definitions: Student growth is the difference between the numbers of points earned by a student on his or her 8th and 10th grade ISAT tests. A student's academic peers are those students statewide who scored at the same achievement level (below basic, basic, proficient, or advanced) on the 8th grade ISAT. "Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation . . . A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students." If the N (number of continuously enrolled IDCCRA 10th graders tested) is smaller than 15, a median will not be used. Instead, at least fifty percent (50%) of the tested students must fall at or above the 50th percentile by comparison to their academic peers.

- a. By June 30, 2020, IDCCRA's median student growth since grade 8 in ISAT math, for continuously enrolled 10th grade students, will be at or above the 50th percentile by comparison to those students' academic peers.
- b. By June 30, 2020, IDCCRA's median student growth since grade 8 in ISAT ELA, for continuously enrolled 10th grade students, will be at or above the 50th percentile by comparison to those students' academic peers.

2. For its performance certificate term ending June 30, 2022, IDCCRA will maintain mission-specific standards focused on student achievement of passing scores on the written NOCTI Pathways Assessment. The mission-specific standards will be revised and/or developed in accordance with the process described in Commission policy.

3. IDCCRA's 2019 five (5) year cohort graduation rate will be at least thirty percent (30%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of development sufficient to promote the school's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Regardless of whether or not IDCCRA agrees to fulfill the specific conditions above, IDCCRA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

IDCCRA is currently doing business as Idaho Technical Career Academy (ITCA).

Appendix B: Performance Framework

Idaho Technical Career Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.		
Key Design Elements	<ul style="list-style-type: none"> ● Provide academic core curriculum aligned to state standards. ● Provide a sequence of instruction in career-technical pathways. A pathway is a three-year sequence of focused coursework in a particular career cluster. ● All students will be continually enrolled in career technical coursework. ● Place each student with an advisory teacher. ● Foster industry involvement. 		
School Location	1965 S Eagle Rd Ste 150 Meridian, ID 83642	School Phone	(208) 917-2420
Surrounding District	State of Idaho		
Opening Year	2014		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	9 to 12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1	175	
	2	175	
	3	175	
	4	175	
	5		
	6		
Total Mission-Specific Points		700	0
% of Mission-Specific Points			0%

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	0%	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC 9-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a Math Proficiency Rate Comparison to District</p>	<p>Do math proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ITCA is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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		0																		
<p>Notes</p>																				
<p>Measure 2b ELA Proficiency Rate Comparison to District</p>	<p>Do ELA proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ITCA is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p>Notes</p>																				

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<p>Measure 4a</p> <p>Norm-Referenced Growth</p> <p>Math</p> <p>Notes</p>	<p>Are students making expected academic growth in math compared to their academic peers?</p> <p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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<p>Measure 4b</p> <p>Norm-Referenced Growth</p> <p>ELA</p> <p>Notes</p>	<p>Are students making expected academic growth in English Language Arts compared to their academic peers?</p> <p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind. That is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data 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 and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR		Result	Points Possible	Points Earned
Measure 1 Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills? Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment. Meets Standard: 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment. Does Not Meet Standard: 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment. Falls Far Below Standard: Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment. The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.				
			175	
			140	
			70	
			0	0
Notes				
Measure 2 Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills? Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment. Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment. Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment. Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment. The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.				
			175	
			140	
			70	
			0	0
Notes				

MISSION-SPECIFIC

	Result	Points Possible	Points Earned
<p>Measure 3 the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?</p> <p>Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p>Notes The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.</p>		<p>175</p> <p>140</p> <p>70</p> <p>0</p> <hr/> <p>0</p>	
<p>Measure 4 Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?</p> <p>Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.</p> <p>Notes The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year.</p>		<p>175</p> <p>140</p> <p>70</p> <p>0</p> <hr/> <p>0</p>	

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? 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 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. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-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.			25	
Notes				15	
				0	0
Measure 2b GAAP	Is the school following General 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 option, an audit devoid of significant findings and conditions, material weakness, 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. Partially Meets Standard: The school largely exhibits compliance 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. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or 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.			25	
Notes				15	
				0	0
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			25	
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year. Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.			15	
				0	0

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>		50	10	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				0
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <p>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 last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>		50	10	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				0
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>		50	10	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				0
Measure 1d Unrestricted Days Cash	<p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>		50	0	0
Notes					0

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.			50 30 0	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0			50 30 0	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.			50 30 0	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1			50 0	0
Notes	Due to the deficit protection clause in ITCA's contract with K12, the school will be exempt from evaluation of this measure.				

Appendix C: Charter

Idaho College and Career Readiness Academy

School Opening – 2014

Attendance Area: Statewide

Physical Location: Meridian, Idaho

Initially Submitted to the Idaho Public Charter School Commission on July 25th, 2013

Contingent Approval Received on October 10th, 2013

Final Approval Confirmed on November 25th, 2013

IDCCRA Authorized Representative:

Monti Pittman

6200 N. Meeker Place

Boise, ID 83713

Phone: 208-570-3416

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- Appendix 20** – Documentation of Application for Non-Profit Status
- Appendix 21** – Board Training and Self Assessment

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Tab 1

Vision, Mission, Legal Status

November 25, 2013

Mission

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

Vision

To create a virtual career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force.

The school's focus on career-technical education will:

- Provide an alternative to academic virtual schools
- Provide career pathways to students who are:
 - Geographically Dispersed
 - Academically Deficient
 - At Risk and Underserved
- Provide Idaho industries with educated and employment ready individuals.

Goals

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

The goals were listed here for convenience, but are also listed in Tab 3 where required.

Executive Summary

Essential to any successful society is an educated and trained workforce. Within the U.S. however, there is growing evidence of a "skills gap" in which many young adults lack the skills needed for high demand, high skilled, and high wage jobs. Economic reports estimate that about half of the jobs that will be available in the coming years will require technical education and training. Most of these skills can be obtained with advance technical courses in high school or technical certificates or two year degrees from technical colleges.

In order to meet the labor needs of Idaho business and industries, the Idaho College and Career Readiness Academy (IDCCRA) board intends to create a quality virtual charter school that uses technology to connect academically at risk, underserved, or geographically dispersed students in Idaho in a 21st century learning community focused on academic and technical results. The IDCCRA team of highly qualified staff, in collaborating with parents and business and industry representatives, will strive for student mastery of a rigorous, research-based curriculum aligned to Idaho academic and technical standards. This unique program will put public school

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accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning.

IDCCRA will provide a high-quality, innovative, and effective individualized virtual charter school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual school setting.

IDCCRA course offerings will allow students to explore and focus on occupations of interest. These programs will have the capacity to enrich a student's educational experience while maximizing their ability to be successful within the community and work force. Successful completion of these courses will:

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

To guide students towards academic success, IDCCRA will require all students to attend an enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Through development of the ILP and counseling, students will create a path towards graduation and post-secondary or career options.

Hurst, Dustin. "Idaho businessmen warn of looming worker shortage." *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013. <http://www.idahoreporter.com/2010/idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. "Tradesman Shortage Looms." *NewsUSA@NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013. http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eefe1230345.html

J.A. and Kathryn Albertson Foundation. "Skills Gap Data and Reports" Jan. 2012. Web. 5 Sept. 2013. <http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>

Legal Status – Idaho Code 33-5204(1)

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

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

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Tab 2

Proposed Operations

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

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

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

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

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

Proposed Operations

IDCCRA is an Idaho non-profit organization governed by a Board of Directors pursuant to its Articles of Incorporation and Bylaws. More detail on the Governance of IDCCRA is found in Tab 5.

IDCCRA will be a statewide virtual charter school with the administrative offices located in Meridian, Idaho. The anticipated student enrollment is 200 students with a demographic representative of the students around the state.

IDCCRA intends to partner with K12 Inc. (K12) as an Education Service Provider (ESP) for the day-to-day operations of the school. K12 will provide curriculum, technology and management services pursuant to a master services agreement. K12 is a national leader in delivering virtual education products and services that benefit students in a variety of educational environments—including over 128,000 students in virtual programs in 33 states and the District of Columbia in the 2013-2014 school year. K12 is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and NWAC. K12 is the largest national K-12 online school provider to be recognized by AdvancED. More detail on the relationship with K12 as the ESP is found in the Administrative Services section below and in Tab 10.

Potential Effects

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

Facilities

IDCCRA plans to lease and if necessary, renovate an existing office space in the Treasure Valley area for the school's administrative offices. IDCCRA has received authorization to sublease space from Idaho Virtual Academy (IDVA) in the El Dorado Business Campus in

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Meridian Idaho. The address is 1695 S. Eagle Road, Suite 150. The proposed cost for Year 1 operations is \$60,000. The proposed facilities provide the space necessary. The current project coordinator occupies an office at this location and extra offices are available if needed. As a lessee, IDCCRA will ensure that the property owner/management company provides current Building Certificate of Occupancy, ADA accessibility, and Fire Inspection reports. The Building Certificate of Occupancy and the Fire inspection reports are included in Appendix IDCCRA will ensure that all facilities are in compliance with requisite codes, health, accessibility, and safety laws.

Additional facility options include:

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

See Appendix 10 for specific facilities options.

Administrative Services

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

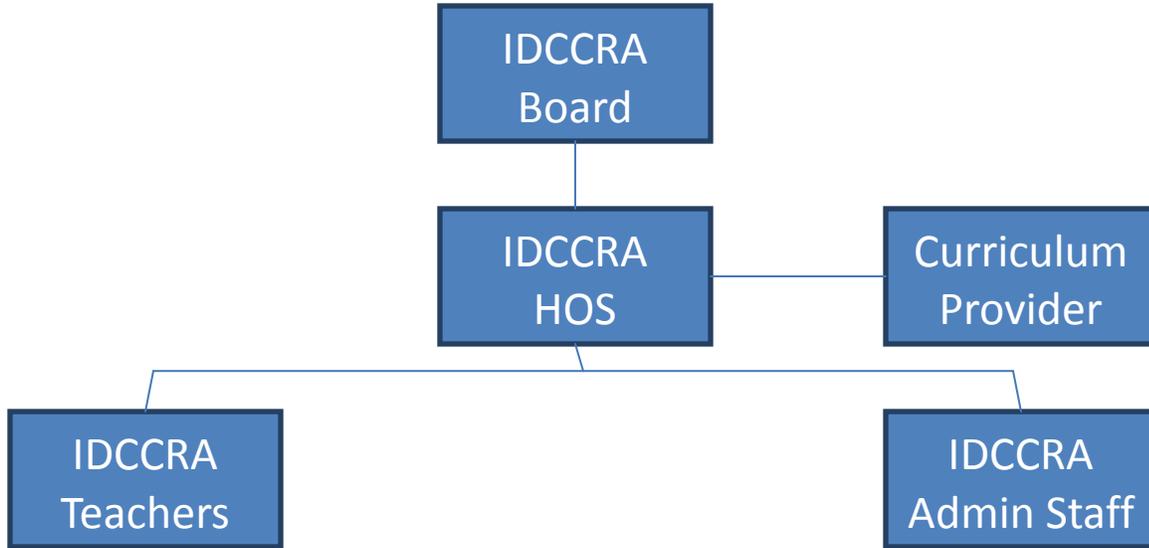
Under the supervision of the IDCCRA Board of Directors, per the K12 Inc. services agreement (Appendix 6), the principal day-to-day management of all academic, operation, and management issues will be assigned to the Head of School (“HOS”) who will be assisted by administrative staff. The Head of School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

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

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

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

An organizational chart indicating the employment and supervisory relationship follows:



Civil Liability Insurance

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

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

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

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

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Tab 3

Educational Program and School Goals

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

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

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

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

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

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum

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will be designed to accomplish the learning objectives consistent with IDCCRA's educational philosophy, mission statement, objectives, and goals.

Educational Program – Idaho Code 33-1612

Introduction

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

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

([NewsUSA.com](#)) - Most Americans know the U.S. job market is improving. They may not realize, however, that there is a critical need for skilled tradesmen. America doesn't have a jobs shortage. America has a [skills shortage](#).

For the fourth year in a row, the workforce solutions company ManpowerGroup reports that skilled trades remain the most difficult jobs to fill in the U.S. According to the employers who participated in Manpower's Talent Shortage Survey, the primary reason companies are unable to fill open positions is a lack of technical and trades skills. Yet the demand for skilled trade positions continues to grow.

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

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

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

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

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Hurst, Dustin. "Idaho businessmen warn of looming worker shortage." *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013. <http://www.idahoreporter.com/2010/idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. "Tradesman Shortage Looms." *NewsUSA@NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013. http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eefe1230345.html

J.A. and Kathryn Albertson Foundation. "Skills Gap Data and Reports" Jan. 2012. Web. 5 Sept. 2013. <http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>

Essential Elements

IDCCRA intends to offer students a comprehensive high school program that will include academic and occupational classes. It was important to the Board to ensure that its curriculum choice was capable of engaging students of all levels, and is consistent with the vision, mission, and goals of the school. With the complexity of providing courses in a virtual environment, IDCCRA made the decision to go with K12 Inc. as its curriculum provider.

K12 Inc is a leading provider of individualized education solutions for students, and provides a proven depth of understanding that will enhance the student experience. The curriculum can be readily adapted based on student need. This will include special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It will also include special learning opportunities for accelerated, learning disabled students, and students with other disabilities. All curriculum used at IDCCRA will be aligned to the Idaho State Standards (IDSS) and the Common Core State Standards (CCSS) where applicable.

The delivery system is able to monitor and report student performance allowing for identification of student's progress toward achieving learner goals developed in the ILP (as referenced in the Executive Summary), and program area performance standards. The Essential Elements include the Core Curriculum, Career-Technical Curriculum, Advisory Teacher Contact, and Parental Involvement.

Core Curriculum:

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

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Additional information on the thoroughness of the K12 curriculum can be found in Tab 9.

Career Technical Curriculum:

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

- **Manufacturing**

The manufacturing program mirrors the technologies of today's industries by using advanced concepts and functions in an educational environment. This program will prepare students for college and/or an industry certification, leading to advancement in a manufacturing career.

- **Information Technology**

Information Systems Technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. A career in Information Technology is challenging and ever-changing. This program will prepare students for advance study in one of four areas; Information Support & Services, Interactive Media, Network Systems Support and Programming, and Software Development.

- **Business**

Business management and marketing programs prepare high school students for entry into college and advancement in business, management, and marketing careers. Classroom instruction is designed to emphasize the areas of study as they relate to personal and business decision making. Students use accounting procedures and make decisions about planning, organizing, and allocating resources. They apply principles of law in personal and business settings. Students study marketing as it relates to distribution, finance, research, management, pricing, product/service management, communication, promotion, e-marketing, and entrepreneurship.

- **Health**

With the growing need for medical professionals, the Health strand is will prepare high school students for entry into college, as well as the skills needed to perform these health careers. Idaho's six technical colleges and workforce training programs expand these options in areas such as nursing, surgical technology, dental assisting, medical assisting, emergency medicine and physical therapy.

Students will be required to take a 9 week exploratory course in each of the industry strands: manufacturing, web design, business, and health. This will not only provide students with a basic understanding of occupations in each industry strand, but will also provide the foundational skills required in each strand to move to the second year of study in their chosen industry of interest. In the second, third, and fourth year at IDCCRA, the student will take the next level course in their occupational program of choice each semester.

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

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2. The second year foundations course will focus on developing knowledge of research and design, problem solving, and creating solutions to various challenges;
3. The third year focus course will allow students to focus their studies on a specific area of occupational interest;
4. The fourth year capstone course further develops the student's exposure to their chosen area of occupational interest by providing the opportunity to create solutions to problems that they may encounter in industry. It is the intent of IDCCRA to develop internships for the students in their geographic location in the last semester.

CTE Sample Program of Study

Sample First Year Schedule		Sample Second Year Schedule	
Semester 1	Semester 2	Semester 1	Semester 2
English 1A	English 1B	English 2A	English 2B
Algebra A	Algebra B	Geometry A	Geometry B
Speech	Health	Physical Science A	Physical Science B
Earth Science A	Earth Science B	History A	History B
CTE Intro Course	CTE Intro Course	CTE Foundations	CTE Foundations
Elective	Elective	Elective	Elective

Sample Third Year Schedule		Sample Fourth Year Schedule	
Semester 1	Semester 2	Semester 1	Semester 2
English 3A	English 3B	English 4A	English 4B
Economics		Government A	Government B
Humanities	Humanities	Math	Math
Biology A	Biology B	Senior Project	
CTE Focus Course	CTE Focus Course	Capstone Course	Capstone Course
Elective	Elective	Elective	Elective

This will allow the student to develop their skills in that particular occupational program, ultimately providing the students the foundation to be successful in pursuing two year post-secondary or occupational certifications. IDCCRA industry strands will be in compliance with associated Career-Technical Education Career Cluster Models. Samples of potential IDCCRA CTE Career Clusters can be found in Appendix 17.

Advisory Teacher Contact:

High school can be a very difficult time for students and parents. Many families lack spare time or a comfort level and experience in dealing with an educational institution. This can be exacerbated in poorer and less educated families.

In an effort to reach out to parents to provide a sense of community with the families, each student will be assigned an advisory teacher that the student will work with throughout their enrollment at IDCCRA. It will be this teacher's responsibility to reach out to the family and to develop a relationship. The school will attempt to build a bond with the families by responding to parent and student concerns, and encouraging participation in the educational decision making responsibilities. When teachers and administrators acquire a

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better understanding of families' situations, they form a deeper understanding of what is required to make the student successful, and as a result, will be able to sustain connections aimed at student success.

Once these relationships are developed and families begin to feel like they are being treated as partners, they are more likely to participate in the student's education. Parent involvement may boost student motivation and improve self-esteem, according to the Michigan Department of Education. A parent who is positively involved provides the tools and support necessary to encourage his child to perform well. Involvement shows the parent of the child that they take an interest in his performance by taking an active role in their education.

Advisory teachers will be required to reach out to students/families once a week to speak to the student's progress and concerns, and will hold formal Parent/Teacher conferences once per semester to discuss the student's progress in school.

Parental Involvement:

Parent participation is a keystone of student success in education. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement.

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community (p. 160)

G. Olsen|M.L. Fuller. "The Benefits of Parent Involvement: What Research has to Say." *Pearson Allyn Bacon Prentice Hall*. 20 Jul. 2010.

Parents at IDCCRA will benefit able to actively participate in their student's education by having the ability to login and follow the student's progress on grades, assignments, and upcoming tests, making them a vital part of the student's education. Additional descriptions of parental involvement are covered in Tab 5.

Students and parents can take advantage of the K12Start.com website to learn about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career

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preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. K12Start.com is covered in the Draft Student/Parent Handbook in Appendix 15.

Methods of Instruction

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

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

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

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

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

IDCCRA assures that it will adopt current State Graduation Requirements.

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

Goals

The goals below represent the mission, vision, and educational program of IDCCRA. Numeric outcomes associated with successful accomplishment of the strategies are covered in Tab 4 in the MSES section.

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- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

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

Thoroughness Standards – Idaho Code 33-1612

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

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

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

Objectives - IDCCRA Will:

1. Provide safe and secure facilities as a result of adhering to adopted safety policies as required by city, county, state and federal health, accessibility, fire and building codes.
2. Develop, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and the use or sale of alcohol or drugs.
3. Foster an environment that encourages parents to participate in their student's education, to include school activities.
4. Create guidelines for physical safety. These will include but are not limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parent's rights, and staff monitoring responsibilities.

Standard B - Educators are empowered to maintain classroom discipline.

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

Objectives - IDCCRA Will:

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

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

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

Objectives - IDCCRA Will:

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

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

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

Objectives - IDCCRA Will:

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

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

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

Objectives - IDCCRA Will:

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

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

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

Objectives - IDCCRA Will:

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

Standard G - The students are introduced to current technology.

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

Objectives - IDCCRA Will:

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

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

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

Objectives - IDCCRA Will:

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

IDCCRA will use Data Driven Decision Making to evaluate data and to determine the effectiveness of the school and its programs. Data collected and used may include, but is not limited to ISEE data, electronic grade book data, student passing percentages, graduation rate, teacher feedback, surveys, course evaluations, referrals, discipline records and student

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withdrawals. Components of the data will be monitored daily/weekly/monthly by faculty and staff, and reports will be made to the board at regular board meetings. Evaluation of the data will be used to guide decisions to improve the school.

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

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

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

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

IDCCRA will work to accommodate students with all disabilities who are using the K¹² web-based courses in a distance learning setting. IDCCRA will offer appropriate accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, K¹²'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

As outlined in the most currently adopted "Idaho Special Education Manual, IDCCRA will establish and implement a Child Find system. The IDCCRA enrollment application, a conference call with a K¹² placement counselor, and conference calls with a IDCCRA general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by IDCCRA's special education director will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. IDCCRA's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since IDCCRA will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

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

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

Special Education Services and Support

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

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

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a properly credentialed highly qualified special education teacher supervised by a special education coordinator/director designate. IDCCRA will provide a full continuum of settings and services as described by the Idaho Special Education Manual (Chapter 6, Section 2). In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contractual arrangements with the student's district of residence or a private agency/provider.

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

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

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

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

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

Based on K¹²'s experience serving special needs students in 32 statewide programs across the United States, IDCCRA projects that the school will provide special education services across all disability categories as defined by the Idaho Special Education Manual (Chapter 4 Section 7).

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

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

Parent Participation

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

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

Confidentiality

IDCCRA will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all types of records covered under the

definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). IDCCRA will adhere to the guidelines set forth in the currently adopted copy of the “Idaho Special Education Manual.”

Accommodations

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

Instructional Enhancements	Assessment Enhancements
<p>Use interactive groupings of students in structured and purposeful settings.</p> <p>Draw on student background and knowledge.</p> <p>Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.</p>	<p>Use multiple forms of assessment such as performance-based assessments.</p> <p>Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions.</p>
<p>Use graphic organizers to model organization skills and to engage students in the process.</p> <p>Use manipulatives and connect learning experiences to real life.</p> <p>Use community experts as resources and as models.</p> <p>Minimize interruptions and distractions during time-on-task.</p> <p>Check often for understanding among students.</p> <p>Teach students’ organizational and study skills.</p> <p>Ensure access to resources in the languages, reading levels, and interests of the students.</p>	<p>Integrate technology into a variety of assessment settings.</p> <p>Remind students to use self-monitoring strategies and clarify directions.</p> <p>Ensure that language and academic skills are assessed appropriately.</p> <p>Take dictation for students; allow for tape and/or video recordings.</p> <p>Use multiple measures of assessment to assess language and academic skills of two language learners.</p> <p>Include samples of second language learners’ work as anchors when developing rubrics and other scoring devices.</p>

Related Services

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

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

Evaluation

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

Grading Procedures for Special Education Students

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

Discipline

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

Start-up Guidelines

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

Subtopic	Recommendations
Child find	<ul style="list-style-type: none"> • Query parents using approved online child find questions in Enrollment Placement Register (EPR) • Post child find letter in school handbook • Send child find letter with initial head-of-school mailing, if applicable • Post non discriminatory information on school website • Post child find information on school website • Track positive responses to child find and refer to the appropriate school personnel
Receipt of previous records	<ul style="list-style-type: none"> • Request previous records using parent release of records • Mail certified letter to previous school to obtain records • Visit school if records not received • Contact state agency if records not received • Track and validate all attempts to receive records to state agency
Parent communication during enrollment	<ul style="list-style-type: none"> • Educate parents on school-offered services • Track all communication with parent, PAL, and/or school staff
Special education software	<ul style="list-style-type: none"> • Contact state agency to determine state-required IEP software • Purchase web-based IEP software that allows IEP writers in other states to assist with IEP development if no state-required software • Software used will comply with “Idaho Special Education Manual” requirements for forms.
Initial IEP	<ul style="list-style-type: none"> • Write initial school IEP upon enrollment to indicate change of placement and services
Properly credentialed HQT Special education staffing	<ul style="list-style-type: none"> • Job descriptions • Training • Provide on-site support to assist with records receipts, records requests, and parent communication
Related services	<ul style="list-style-type: none"> • Finalize contractual arrangements with speech therapists, occupational therapists, and school psychologists prior to new school start, using school-approved contract form • Contact Director of Special Programs for support • Track related services needs of new students during enrollment

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	<ul style="list-style-type: none"> • Ensure all students receive needs-related service during first week of school
Special education service delivery	<ul style="list-style-type: none"> • Provide weekly special education teacher contact • Provide special education services as outlined on the IEP • Drive contact by IEP goals • Record all contact in TotalView School • Submit monthly reports tracking progress toward IEP goals • Submit progress reports no less than regular school progress reporting periods using state approved forms
Professional development	<ul style="list-style-type: none"> • See Tab 9 for more on Professional Development
Extended school year	<ul style="list-style-type: none"> • Follow ID state guidelines
Transition services (high school)	<ul style="list-style-type: none"> • Follow ID state guidelines • Use Pathfinder to determine learning styles, career interests, etc.
Compliance checklists (state specific)	<ul style="list-style-type: none"> • Teachers self-audit files twice a year • Special education director randomly audit files once a year using approved checklist
Teacher evaluations	<ul style="list-style-type: none"> • See Tab 6 for more on Teacher evaluations
State department communication	<ul style="list-style-type: none"> • Ensure special education director attends all relevant state agency meetings • Ensure special education director is included on all relevant state agency distribution lists
Initial evaluation for special education services	<ul style="list-style-type: none"> • Determine school eligibility within state-required time frame • Process all initial requests through the school's Responsiveness to Intervention (RTI) process • Ensure necessary testing is completed by school psychologist, related service provider(s), special education teacher, and other providers where applicable. • Obtain written Consent form to parents. • Provide a copy of the Procedural Safeguards to parents.
Re-evaluation for special education services	<ul style="list-style-type: none"> • Review records following state guidelines • Contract with school psychologist, related service provider(s), special education teacher, and other providers where applicable for additional testing as agreed upon by IEP Team • Meet within state-required time frame to determine continued eligibility
Annual IEP meetings	<ul style="list-style-type: none"> • IEP written within required time frame for initial and re-evaluation meetings • IEP amended when deemed necessary based on monthly and/or quarterly data

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Testing accommodations	<ul style="list-style-type: none">• Use tracking tool to indicate each student's location and allowable accommodations• Provide training for all proctors
Child count	<ul style="list-style-type: none">• Use state reporting tool to appropriately reflect the number of students with disabilities served by each school• Ensure 100% report completion and submission at each cycle by the special education director

Section 504

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

Gifted and Talented – Idaho Code 33-2003

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

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

Limited English Proficiency – Idaho Code 33-1316

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

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

The Idaho Language Proficiency Assessment (IELA) is a federally mandated assessment for all students served in a Limited English Proficiency (LEP) program. The IELA will be administered annually every spring to calculate growth and proficiency in the English language for each student assessed. All districts that serve LEP students are held accountable to these growth

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and proficiency measures on the IELA for their ENL students. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet. Data will be gathered and evaluated annually per federal guidelines and policies.

If ENL students are identified and qualify for ENL services, a thorough plan will be developed that will incorporate World-Class Instructional Design & Assessment Standards (WIDA) into the curriculum. The plan will include, the services of an appropriately licensed ENL or bi-lingual teacher for the ENL identified students. The ENL teacher can provide support to the students within the distance learning school by: relating background information and experiences to the students to better grasp a concept, scaffold instruction to aid the students in comprehension, adjusting speech or content, providing project based learning experiences, necessary visuals and providing in classroom modeling of best instructional practices for the general education teachers. If a need is established, IDCCRA will consider acquiring and using third party courses to assist with English language acquisition. Exit criteria for ENL students will be consistent with Idaho and federal requirements.

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

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

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

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

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

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

Tab 4

Measurable Standards, Accreditation, and Accountability

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

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

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

1. 65% to 100% of students who complete the 1st or 2nd level Manufacturing course will achieve proficiency on the relevant IDCCRA Level Manufacturing Assessment.
2. 65% to 100% of students who complete the 1st or 2nd level Technology course will achieve proficiency on the relevant IDCCRA Level Technology Assessment.
3. 65% to 100% of students who complete the 1st or 2nd level Business course will achieve proficiency on the relevant IDCCRA Level Business Assessment.
4. 65% to 100% of students who complete the 1st or 2nd level Health course will achieve proficiency on the relevant IDCCRA Level Health Assessment.
5. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Manufacturing pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.
6. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Technology pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.
7. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Business pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.
8. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Health pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.

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

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

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

1. 65% to 100% of students who complete the 1st or 2nd level Manufacturing course will achieve proficiency on the relevant IDCCRA Level Manufacturing Assessment.

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IDCCRA will administer the Level 1 and Level 2 Manufacturing Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

2. 65% to 100% of students who complete the 1st or 2nd level Technology course will achieve proficiency on the relevant IDCCRA Level Technology Assessment.

IDCCRA will administer the Level 1 and Level 2 Technology Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

3. 65% to 100% of students who complete the 1st or 2nd level Business course will achieve proficiency on the relevant IDCCRA Level Business Assessment.

IDCCRA will administer the Level 1 and Level 2 Business Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

4. 65% to 100% of students who complete the 1st or 2nd level Health course will achieve proficiency on the relevant IDCCRA Level Health Assessment.

IDCCRA will administer the Level 1 and Level 2 Health Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

5. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Manufacturing pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

IDCCRA will administer the NOCTI Manufacturing written assessments to students who have completed the Manufacturing Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

6. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Technology pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

IDCCRA will administer the NOCTI Technology written assessments to students who have completed the Technology Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

7. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Business pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.

IDCCRA will administer the NOCTI Business written assessments to students who have completed the Business Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

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8. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Health pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.

IDCCRA will administer the NOCTI Health written assessments to students who have completed the Health Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

Data from a variety of sources can be used to determine the results of the outcomes. Most of the results will come from state reports, to include ISEE, SchoolNet, STAR Ratings, ISAT/AYP, and the College Board. IDCCRA will also be able to capture and present a variety of data through the student logging into and attending school utilizing the IDCCRA Learning Management System (LMS.)

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

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

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

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

Student test results reported may include:

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

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

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

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

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IDCCRA will adopt the AdvancED philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. IDCCRA will be aware of all requirements before beginning the journey toward accreditation.

IDCCRA will utilize the Self Assessment of Readiness for Accreditation tool provided by AdvancED in pursuing accreditation to demonstrate that we meet AdvancED standards and policies, have the capacity to support school and school system improvement, and are committed to growth in student learning and organizational effectiveness. IDCCRA will comply with all accreditation standards established by NWAC/AdvancED and submit required reports to the regulatory bodies in a timely manner.

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

School Improvement Plan – IDAPA 08.02.03.112 and 08.02.03.114

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

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

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

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

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

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

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

Potential Turnaround Options that the IDCCRA board might choose include:

- Transformation Model
- Turnaround Model
- Governance Partnership Model

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

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

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

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

Tab 5

Governance Structure, Parental Involvement, Audits

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

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

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

Unless determined by the board, the Board of Directors shall not be less than three members (3) nor more than nine members (9), but may never be less than the number otherwise required by law. It will be the intent of the IDCCRA Board to maintain a working board of 5 – 7 members whenever possible. Board members responsibilities and terms of service are outlined in the IDCCRA Bylaws in Appendix 2.

Founding to Governing Board Transition

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

Board Recruitment

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

- Are committed to the philosophy, Vision, and Mission of IDCCRA
- Demonstrate a wanted skill
- Are able to pass a state required background check.

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

Board Training

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

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

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

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

- Policy
- How to Conduct Meetings
- Budget and Finance

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

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

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

Roles and Responsibilities

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

The Board:

- is the holder of the charter for the School;
- will participate in the interview and hiring of key school personnel to include the Head of School;
- will have input into the removal of the Head of School, if necessary (see information below);
- will provide the vision, mission and goals for the school;
- will set the budget annually;
- will approve all school policies;

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- will exercise continuing oversight of the school operations;
- will ensure an annual audit is conducted by a certified CPA or auditor;
- will ensure that regular financial reports are provided, reviewed and approved by the board;
- will monitor a financial recovery plan, if needed;
- will participate in required training; and
- will make annual reports to the authorizer.

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

The administrator's responsibilities will include:

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

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

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

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

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

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

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

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

Direct parental involvement is fundamental to the success of IDCCRA. The most fundamental role parents will play as learning coaches is to support their child's learning and to help continuously evaluate IDCCRA's operation, governance, and instructional program. Parents will be asked to support school wide initiatives, participate in learning center activities, and be committed to support the school's goal for every student to reach their full academic potential. The school will offer support through parent training, speakers, and modeling. Face-to-face sessions will be an integral part of the program and will be provided in regional tutoring centers across the state.

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

In addition:

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

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parents. Parents may supply critiques and/or endorsements regarding their experience at IDCCRA.

- Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

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

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

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Tab 6

Employee Requirements

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

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

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

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

IDCCRA will not discriminate in the hiring process.

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

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

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

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

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

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

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

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

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Teacher Evaluations – IDAPA 08.02.02.120

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

Domains include:

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

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

Once the school is approved and the administration hired, a detailed evaluation model utilizing all the necessary requirements will be developed that could also include the use of school data, observations, surveys, student feedback, etc., for use in professional development to cultivate teacher growth. See Tab 9 for additional information on teacher professional development and evaluations. New teacher training will be conducted in accordance with the K12 Virtual New Teacher Training located in Appendix 12 to help new teachers be successful when entering a virtual classroom and continuous Professional Development opportunities will be offered annually.

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

Administrator Evaluations – IDAPA 08.02.02.120

A sub-committee of the IDCCRA Board will evaluate the Head of School and the performance of the IDCCRA contracted curriculum provider annually utilizing the Education Service Provider and Vendor Evaluation Instrument as identified in Appendix 6. The tool covers the following areas; general contract compliance, educational program, human relations, financial and operations, and student records and data. The sub-committee will make a recommendation to the Board of whether or not to continue the contract. The evaluation period will be from July 1 through June 30th annually. Please see Appendix 6 for the sample contractor services provider evaluation tool.

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

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

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

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

Applicable Health and Safety policies and procedures would include:

- A criminal history background check for all employees in compliance with Idaho Code 33-130. This requirement will be a condition of employment.
- A requirement that all students have proof of immunization in compliance with IC 39-4801 or have a written parental waiver. Students will also be required to have a birth certificate in compliance with IC 18-4511 or other type of government issued identification prior to being enrolled.
- The adoption of policies to meet required building codes and allow the inspection of facilities by appropriate agencies in compliance with IC 33-1613.
- Providing training on appropriate reporting to the Idaho 211 Care Line and the Idaho Suicide Prevention Hotline.
- Anti-Discrimination (See Appendix 15)
- Sexual Harassment (See Appendix 15)
- Disciplinary Code included in the Student/Parent Handbook (See Appendix 15), which includes acknowledgement and compliance with the Code of Conduct and Acceptable Use Guidelines which includes guidance on:
 - Accountability
 - Inappropriate Behavior
 - Weapons
 - Threats
 - Tobacco, Drugs, and Alcohol
 - Cyberbullying
 - Student Internet Safety.

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

A Safe Place Where Students Have a Voice

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

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

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

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

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

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

Teachers Focus on Their Students' Well-Being

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

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

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

Discipline

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

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

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

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- Suspension
- Expulsion

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

Suspensions:

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

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

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

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

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

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

- A. Written Referral: Violations shall be presented in written form (such as an e-mail) and should be specific as to the misbehavior or breach of the Code of Student Conduct.
- B. Student Notification: The student will be placed on notice of the alleged violation by the Head of School or designee.
- C. Initial Conference: An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee.
 - A. Charges and Evidence: The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
 - B. Parental Assistance: The Head of School shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Head of School may suspend the student immediately. The Head of School will take into consideration the seriousness of the breach of conduct;

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whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.

D. Parental Notification:

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

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

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

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

Expulsions:

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

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

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

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

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

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

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

1. Opening Statements: Both sides shall have the opportunity for opening remarks or statements.
2. Burden of Proof: The IDCCRA has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.
3. Cross examination: The student or their counsel may cross-examine adult witnesses.
4. Student's Case: The student or their counsel has an opportunity to present evidence and/or witnesses.
5. Closing Remarks: Both sides have the opportunity to provide closing remarks.
6. Decision: At the close of the hearing, the Board of Directors will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision. Upon a motion made in open meeting, the Board will issue the approved Findings, Conclusions and Decision. A copy of which shall be delivered to the student/parent(s)/guardian(s).

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

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

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

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obtained) or a telephone conference with a quorum of the Board of Directors in attendance.

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

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

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

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Tab 7

Admissions, Discipline, Student Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Internet Use – Idaho Code 33-132

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

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

Once the IDCCRA charter is approved and an administrator and staff hired, IDCCRA will produce a complete Student/Parent Handbook that will describe rules and procedures to enrolling families. The handbook will be distributed as part of the enrollment process to enrolled families at the beginning of each semester, and will be posted online. It will also be distributed electronically each semester to all returning families. Parents will be strongly encouraged to assure, as part of the enrollment process, that they have reviewed the Student/Parent Handbook.

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

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

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Tab 8

**Business Plan, Transportation, School
Lunch**

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Business Plan - IDAPA 08.02.04.202 and 08.03.01.401.10

Business description

IDCCRA, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Marketing plan

The goal of the IDCCRA marketing effort will be:

- Educate residents of Idaho that they have a choice when it comes to their child's education options
- Provide in person opportunities for prospective families and community members to socialize and learn more about our school(s)
- Sponsor/participate in family and education oriented events throughout the state to engage/support local communities
- Share positive school performance, student, parent and teacher success stories through earned media in partnership with our Public Relations agency. Deliver these stories across multiple channels including TV, Radio, Print and online resources.
- Utilize social media to engage with industry experts and enrolled families to show support of our school options

The initial enrollment target is to open with 200 students, then grow 50 students per year. The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below. K12 will be responsible for meeting enrollment goals.

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

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staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies.

Marketing tactics designed to meet the IDCCRA goals include:

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

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

- Television
 - Direct Response:
 - Formulaic, informative feel
 - :60 & :120 formats
 - Phone number, web address, school specific call-to-action (CTA)
 - Emotive/visceral:
 - Focuses on the power of our core message (individualized learning)
 - Dependent on strong :30 and :60 spot to capitalize on available inventory
 - Tends to lift other measurable channels (SEM, inbound calls) and includes school branding
 - Spot example: <http://bit.ly/nanthen>
 - Hispanic TV:
 - Overall, generates a strong call response but low web traffic
- Radio
 - Utilizing traditional spots in top stations in key markets
 - Also airing in rural/non-measured markets on recommendation of paid agencies
 - Utah Spot example “Scholar”: <http://bit.ly/q4utrdo>
- New Media
 - YouTube
 - Pre-roll vide ads, users opt-in
 - Reaching out to behavioral (family/parenting interests) and demographic segments (age/gender)
 - Spot examples:
 - “You Have a Choice: : <http://youtu.be/qh1jSmUPX-g>
 - “Anthem”: <http://youtu.be/q938QqKlpgA>
 - Facebook
 - Standard Ads
 - For lead generation, reaching out to HS students and parents, within specific interest categories
 - Custom Audience

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- Reaching out to an audience who has submitted a lead to K12 but has not yet enrolled
- Facebook Exchange
 - Reaching out to people who have visited K12 from Facebook ad
- Lookalike Campaign
 - Reaching out to people who have “similar” demographics to the list of individuals who submitted a lead to K12
- MSA-specific outreach campaigns
 - Identifying and reaching out to key segments: at-risk, underserved, low income, etc.
 - Develop relationships with local media buying agencies to assist in identifying value-add opportunities in key segments.
 - Engaging partnerships/sponsorships to focus on reaching key segments with meaningful experiential events
- Identify opportunities to demonstrate the success of online learning through firsthand accounts/stories from families and staff
 - PR agency assists in pitching student and school success stories
- Local Development Managers drive local marketing initiatives and tactics that include:
 - Strategic partnerships with local organizations who serve/support key segments
 - Participation in fairs, festivals and other local community events
 - Outreach to local community influencers
 - In-person and online information/conversion events

Management plan

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

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

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

School's financial plan

Budget

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

Fiscal oversight will remain the responsibility of the IDCCRA Board. Revenues estimates will be based on Support Unit Calculations, Salary Based Apportionment, and Transportation and Technology calculations. Revenues will transfer from the Idaho SDE to the school. In order for the transfer to take place, the school will acquire a DUNS number and a SAMS account.

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

The business manager will monitor the cash flows daily.

Fiscal reports summarizing revenues, expenses, and cashflows will be prepared and submitted to the Board monthly. The monthly reporting will ensure that IDCCRA stays on track throughout the year. The Board can request special meetings or request additional financial information at their discretion. The Board treasurer will approve all detailed revenues, expenses, and cashflows before they are sent to Shared Services for processing.

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

Start-Up and Long Term Budget: The three-year operating budget, the first year month-by-month cash flow form, and the budget assumptions are included in Appendix 7, 8, and 9.

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

1. State and Federal revenues will be received via direct deposit.
2. Miscellaneous cash/check receipts will be received and deposited within 7 days of receipt
3. The business manager will make deposits and check for accuracy
4. Business manager distributes to accounting office for processing

IDCCRA will not participate in fundraising activities.

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

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

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

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

Pre-opening plan and timeline

Please see Appendix 11 for the Pre-Opening Timeline

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

As a virtual charter school, transportation services will not be required for academic attendance. Transportation to and from social events will be the responsibility of the students/families. Students under the age of 18 must not be the driver of any non-related students.

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

School Lunch Program – *IDAPA 08.02.04.202 and 08.03.01.401.10*

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

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Tab 9

Virtual Schools and Online Programs

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

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

As stated in Tab 3, the vision of the IDCCRA board is to create a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently required by Idaho industries. Many of the educational districts in the major population centers of Idaho have already created Brick and Mortar Professional-Technical Schools. These schools provide young people in those geographic locations with unparalleled access to occupational skills. The gap, however, is being able to provide these opportunities to the academically at risk, underserved, or geographically dispersed students in Idaho that do not have access to those opportunities. IDCCRA will be unique from all other virtual schools in Idaho in that we will offer an occupational sequence of instruction as demonstrated in the Career-Technical Education (CTE) cluster outlines in Appendix 23. Our students will graduate with the foundational skills required to be successful in pursuing post-secondary or occupational certifications.

The ability to offer CTE courses virtually is a result of the evolution of occupational requirements in industry, and the evolution of education delivery methods. Historically, occupational education has been about providing the required training based on the industry needs of the time. During the Industrial Revolution, the required occupational training was predominantly hands-on. Using machines in a manufacturing facility required being in the facility and actually working the machines. Fast forward to the Information Age, we discover that the needs of industry have evolved with the introduction of computers and computerized applications.

Educational delivery models have also evolved. With the advent of more sophisticated computer programs, increasingly sophisticated content is able to be delivered online. Automated Manufacturing, for example, now requires operators to write computer programs to manipulate manufacturing machines. In many instances, the operator is not even required to be in the same vicinity of the machine being operated. Emulation programs allow computerized manufacturing machines to be manipulated and tested from just about any computer with the appropriate configuration. Reprogramming the Mars Rover could be an example of manipulating machines remotely. As a result of these shifts in industry, it is now appropriate for CTE courses to be offered virtually. This will allow students to acquire both the technical and technological skills needed to succeed in industry jobs of the future.

The evolution of educational delivery models is also leading to an increased use in simulation training which is gaining favor in some educational settings over didactic training. Didactic training includes the use of books, lecture, and demonstration to change knowledge. Simulation training utilizes modeling to increase competency and skill. Virtual simulation allows for detailed observation in a cost effective environment.

An increasing number of medical institutions are moving away from pure didactic training, and toward more medical simulation-based training for health care workers. Medical simulation training allows for development of such experience before medical staff performs procedures on

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real-life patients. Simulated encounters with patients in a virtual environment, for example, can be repeated over and over in an effort to develop competence on a specific standard. Virtual simulation can also be used as a competency based assessment tool.

Simulation also allows students to complete repetitive tasks without the expense associated with using expensive equipment. 3D simulation with machine control software for dynamic simulation and graphic tracking of CNC mills and lathes, for example, simulates the entire machining process, accurately reflecting the movement of machine components and tools, and the changing of raw materials into finished parts. The virtual CNC machines respond to errors and environmental conditions in the same way as safeguards on real machines to prevent injury and damage. Safety measures might include halting program execution upon impact or axis limit, and warnings of unsafe hardware conditions.

Virtual courses consist of 100% on-line, on-demand e-learning with interactive simulations that deliver relevant skills for students. With virtual courses, you can reach more students, cover more subjects and accommodate any budget by eliminating or deferring the hardware costs.

TheraSim Virtual Patient Simulation "Simulation Training vs. Didactic Training" May 2013. Web. 22 Nov. 2013

<http://www.therasim.com/medsim/simulation-training-vs-didactic-training/>

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

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

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

Learning Management System (LMS)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)
- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
 - Science: Environmental Science course
 - Science: Virtual Labs/Biology
 - Technology: Timed Reading Practice
 - Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
 - Best Mathematics Instructional Solution: Math+

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- Best Public Virtual School Solution for Students to K12 Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K12 Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program*
- Winner, 2009 AEP Distinguished Achievement Award, High School *Algebra* textbook
- Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in *GreatSchools.net/Business Week* January, 2009 School Rankings (*Both statewide online public schools use the K¹² curriculum.*)
- Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: *K¹² Online School (Learning Management System)*
- Finalist, 2006 AEP Distinguished Achievement Award for K¹² Grade 4 Art

Lesson Planning and Scheduling Tools

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

Progress Tracking Tools

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

Student Administration Management System (SAMS)

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

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

Students are served – in every course – by Highly Qualified Idaho certified teachers who are experts in their field of study and in the most effective online instructional techniques. This means that students taking 5 or 6 courses will most likely have 5-6 different teachers – one for

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each subject. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. Teachers are able to track progress of every student daily utilizing the LMS. Teachers will be able to tell at any time when the last time a student logged in, how much time was spent in the lesson, how much time was spent working, and which specific assignments were turned in. They engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments. They set the pace of the course through defining daily assignments and setting due dates, and support students through the use of synchronous (real time) and asynchronous (recorded sessions to review and refresh/remind/reteach) methods.

Learning coaches are usually parents or guardians, but can be any caring adult that the parent or guardian assigns to serve as the 'eyes and ears' and who work in conjunction with the teacher to ensure student success. The learning coach assumes the role that any parent would assume in their student's education; to help ensure that the student is logging in daily and participating in school. They are responsible for confirming:

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

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

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

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

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

Teachers will be expected to contact students/Learning Coaches once a week to speak to the student's progress and concerns. If a student is having problems in class, the teacher, student, and LC can develop a strategy for helping the student get back on track. Teachers will make calls to the student to encourage them to attend extra classroom hours and tutoring sessions,

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but it will be critical for the LC to ensure that the student attends. If the task of being the LC becomes overwhelming for a certain parent, we can ask the family if there are other responsible adults that can participate in the role of LC. Multiple LCs are allowed and it would be expected that if more adults are interested in the student's well being, the more likely it will be that the student will participate and be successful. If a student is excelling in the class, the student will be able to work ahead.

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

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

Methods of Instruction:

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

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

Homeroom Advisors monitor students' overall academic 'health' and attendance. They effectively "tie together" the students' educational experience at the school. They may follow students from grade to grade, and are responsible for building the school's student community which is connected to a larger National Student Body of students at other K12 network schools nationwide. They may serve as the instructors in orientation courses, to ensure that students

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are ready to learn and to succeed in IDCCRA. In addition, they serve as an important administrative resource – helping to pull together teachers and learning coaches for conferences when students need help. Homeroom Advisor Teachers will hold a formal Parent/Teacher conference once per semester to discuss students' progress in school.

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

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

Student to Student Interaction Opportunities – Idaho Code 33-5205(4)(g)

Establishing a sense of school community is a high priority of IDCCRA and is an important part of a successful virtual school in just the same way as in a traditional school. Because we are not a physical school, we do not offer the same array of extracurricular offerings. We will, however, use newsletters, message boards, and an IDCCRA website to post recommended activities, identify interesting places for field trips, and facilitate events and gatherings, and list suggestions from other parents about what is enriching their children's lives.

In addition to student interaction during online class time, our extracurricular activities will focus on developing a strong sense of “community” among our students. Throughout the year, students will be invited to participate in school outings, field trips (e.g., to historical sites, museums, zoos), picnics, and other social events. We expect local clusters of students and parents to get together on a regular basis in their areas. We will also explore new ways to interact socially using the powerful reach of the Internet. With online discussions and forums, new types of communities can be formed that are based not on geography and place but on shared interests.

Examples of Parent Support and Student Enrichment includes:

- Learning Coach Support
 - Learning Coach Institute – sessions to help onboard new families
 - Mentor Circles – informal sessions to connect parents
 - Ongoing Parent Education – in-year speaker series sessions

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- Co-ops – documents and guidance on where to go to connect and how to start a co-op
- Roundtable Sessions – topic-specific sessions
- Booster Program – local parent volunteer program
- Learning Coach Live – a widget that provides live assistance to families
- Brown Bag Sessions – listening sessions for school staff to hear from parents.
-
- Student Enrichment
 - K12 International Clubs – Over 100 online clubs available worldwide
 - Examples include: Stock Market, Creative Writing, Chess, Quiz Bowl, Foreign Languages
 - Student Competitions including Art Competition and National Spelling Bee
 - Charitable Opportunities including Alex’s Lemonade Stand Foundation, American Red Cross, Seeds of Change
 - K12 Summer camps - 24 online camps over the summer

IDCCRA plans to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.) IDCCRA teachers will be in charge of monitoring student clubs. IDCCRA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. Students in the school council club will have the opportunity to provide input into how better to engage students and make them successful in an online environment.

Additionally, IDCCRA’s students will be able to connect with K12 students around the world in robust online extracurricular programs via K12 International Clubs. These clubs for students in Grades 9 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga.

In order to develop interest and to recruit students to clubs, IDCCRA will list clubs and activities, and host a web-based “Meet the Clubs and Activities” night that leads to greater student awareness and participation of the school’s offerings. Each interest or activity group develops a presentation for *Blackboard Collaborate*. All of these clubs will have a space on thebigthink12 (an online community designed to bring together our parents, high school students and schools to share information and resources specifically focused on their school) and students are encouraged to share their ideas and thoughts on each club space.

The IDCCRA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

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

Teachers and Staff benefit from K12’s Academic Services Group’s ongoing professional development which provides a variety of resources to support teachers in their roles, particularly in the areas of curriculum and instruction. Professional development opportunities are a combination of K12’s best practices and training along with required annual professional development for all teachers. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have a combination of required professional development as

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deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

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

In the week prior to the beginning of school, IDCCRA will conduct pre-opening Face-to-Face training for teachers to collaborate and share best practices based on what they have learned in getting ready to setup classrooms and begin the new school year. Pre-opening Face-to-Face in-service events will take place annually at the beginning of the school year. Pre-opening in-service days are identified in the draft school calendar included in Appendix 16. Training events or book reviews, at the discretion of the HOS or teacher leads, may take place weekly during team staff meetings. Examples might be understanding CCSS or working with underserved and lower socio-economic students.

Ongoing Professional Development will consist of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example. An online real-time presentation tool is used to facilitate professional development.

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

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

Teacher Evaluations – IDAPA 08.02.02.120

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

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

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

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

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

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

Refer to Tab 6 for additional content on Teacher Evaluations.

Administrator Evaluations – IDAPA 08.02.02.120

This section is covered in Tab 6.

Student Attendance Verification – Idaho Code 33-5205(4)(e)

Idaho Code 33-5208 (8) (a) states that each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

IDCCRA will utilize the academic progress method to measure attendance and award credit.

BlackBoard Connect and the K12 LMS are capable of monitoring a student's online time. Reports can be generated that can show what day and what time a student logs in, what class they entered, and how much work per class has been done on any given day. Academic progress can also be measured through the K12 LMS. It is recommended that students complete a defined amount of progress in their school work each day in order to complete a 100% of the course work by the conclusion of the semester. The percentage of work required daily will be utilized in a calculation to measure and report a student's academic progress.

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Idaho Code 33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

- Grades 9-12 990 Hours

A calendar will be developed that will allow for students to meet the time requirements. Credit for a course will be provided once a course is completed. If a student completes the assigned coursework and passes all tests and quizzes with appropriate scores within the semester, they will be awarded credit for the class. A student must pass a class with a 60% or above to be awarded credit. A description of grading policies and how the student earns credits is covered on page 10 in the Student/Parent Handbook in Appendix 15.

Data Collection measures and strategies for administering standardized tests are thoroughly covered in Tab 3 and/or Tab 4.

Technical Support – Idaho Code 33-5205(4)(f)

As part of the agreement between IDCCRA and K12, K12's Technical Support will include web-based, email and phone support. All support personnel are knowledgeable in OLS use and have received training on resolving technical support problems. K12 Technical Support includes the following web-based support areas:

- 1) Using the Online School (OLS)
- 2) K12 Supplied Computer Equipment
- 3) Personal Computers
- 4) Connectivity—ISP, Firewall, Troubleshooting
- 5) Materials
- 6) Account Information
- 7) Learning Coach Resources
- 8) Online Tutorials
- 9) Contact Phone Numbers
- 10) Request for Support

K12's phone center includes support in three (3) general areas:

- 1) Customer Care (using the LMS, shipment of materials);
- 2) Technical Support (available only for K12 issued equipment or K12 systems);
- 3) Enrollment Consultants (assistance for enrolling students).

K12 Technical Support is managed by a mature Customer Care organization. Customers can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K12 website:

- Phone Support: The K12 Call Center is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number and hours of operation are provided on the K12 Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K12 Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K12 responds within 24 business hours of receiving a customer e-mail inquiry.

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- **Self Help:** Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K12 Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

Equal Access – Idaho Code 33-5205(4)(h)

Each student will be loaned a laptop and printer with printer cartridges for the duration of their enrollment in the school. Families will have the option to use the Internet connection of their choice. The school will provide an internet stipend to reduce the cost of their Internet service. The computers and printers are the property of the school and must be returned when the student is no longer enrolled in IDCCRA. The laptops provided to students are all equipped with the minimum hardware and software requirements listed below:

Minimum Hardware Specs:

OS Windows XP or OS X 10.4

Processor Pentium 3 500 MHz

RAM 256 MB

Hard Drive 40 GB

Audio Speakers and a microphone, or headset with a microphone

Video 1024x768 resolution at 256-bit color

CD-Rom 12x

Browser IE 6.0 or greater (highly recommended), Netscape 7.1, Safari 2.0, or Firefox 1.5

Internet Broadband (recommended, as the content was designed for high-speed.

(The user experience may be diminished on dial-up.)

Minimum Software Required (Free):

Java 2 www.sun.com

Flash 9 <http://www.adobe.com/>

Acrobat Reader <http://www.adobe.com/products/acrobat/readstep2.html>

Shockwave 10 <http://www.adobe.com/shockwave/download/>

Windows Media Player 10 <http://windows.microsoft.com/en-US/windows/products/windows-media-player>

QuickTime 4 www.apple.com/quicktime/download

Math Player (IE; necessary for Virtual Sage courses only)

www.dessci.com/en/products/mathplayer/versionhistory.htm)

Multi-page TIF image viewer

E-mail client with working e-mail address

Minimum Other Software Required:

Microsoft Office Suite: Word and Excel

Antivirus Required

Browser Settings:

Pop-ups Enabled

JavaScript Enabled
Cookies Enabled

Additionally, all laptops include McAfee Web Protection software. Web-filtering software detects and prevents users from accessing websites which may contain offensive content or hidden threats. This protection is linked to any browser that is used to access the internet on this computer. Enabling and disabling McAfee Web Protection will not interfere with McAfee Anti-Virus Protection.

Students and parents can take advantage of the K12Start.com website to learn about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. K12Start.com is covered in the Draft Student/Parent Handbook in Appendix 15.

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

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

IDCCRA will adopt and comply with the most up-to-date version of the “Idaho Special Education Manual” for the programming and development of individualized education plans, planning services, informing about the discipline policy, and providing transportation for special needs students, as necessary.

IDCCRA will provide needed accommodations and assistive technology for students with all disabilities outlined in the IEP and/or Section 504 Accommodation Plan.

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

Students with special needs will be supported by their regular education teacher in the least restrictive environment, and will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team.

The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via “real-time” interaction through web-conferencing tools. With web

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conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

IDCCRA highly qualified special education teacher will provide special education academic support direct services as listed on a student's IEP synchronously via web conferencing or face to face, depending on the students unique needs. The Least Restrictive Environment in the virtual model is for the student to receive their academic support services virtually through web conferencing where the student logs onto a link and works live, synchronously, with their special education teacher. The student may otherwise meet with their special education teacher face to face in a community setting to receive their Special Education academic services, based on their individual learning needs. IDCCRA special education teachers provide specially designed instruction to students with special needs, as well as work with the parent and student's general education teacher(s) on the provision of accommodations and additional supports, to help the student be successful with their general education curriculum.

Students with related services on their IEPs will receive those services by licensed, approved, contracted providers located within the geographical vicinity of the student. Related services may also be delivered synchronously virtually in the home via web conferencing.

The IDCCRA special education teacher will maintain records of progress monitoring to ensure students are making progress toward meeting their IEP goals.

The provision of Special Education services is covered in detail in Tab 3.

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Tab 10

**Business Arrangements, Community
Involvement, School Closure**

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Business Arrangements and Partnerships – IDAPA 08.03.01.401.10

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. However, the Board understood that it needed to hire an education service provider (ESP) to help operate an innovative school such as IDCCRA. As a result, it has selected K12 as its ESP because K12 brings years of experience to the successful operation of an online school and is the best suited ESP for this particular type of school. There were three primary considerations in selecting an ESP. The ESP needed to have general experience in providing a virtual education program, it needed to be able to provide a nationally recognized comprehensive curriculum, and it needed to have experience with alternative education models.

K12 provides curricula, academic services, and learning solutions to public schools and districts, traditional classrooms, blended school programs, and families. It has worked with more than 2,000 school districts and has delivered more than four million courses over the past decade. K12's curriculum is rooted in decades of research combined with 21st-century technology by cognitive scientists, interactive designers, and teachers. K12's portfolio of more than 550 unique courses and titles -- the most extensive in the technology-based education industry -- covers every core subject and four academic levels for high school including Honors and AP. K12 offers credit recovery courses, career-building electives, remediation support, six world languages, and a deep STEM offering. The K12 program is offered through K12 partner public schools in more than two-thirds of the states and the District of Columbia, and through private schools serving students in all 50 states and 85 countries.

In addition, K12 is the foremost ESP in addressing alternative education in a virtual learning environment, including those programs focused on at-risk students, career readiness and technical education. It recently hired a Senior Director to oversee career pathways/readiness in the product management and curriculum development area. The company has multiple pilot programs around the country focused on career and technical education and is in preliminary discussions with several other states, community colleges and authorizers about such programs.

Based on its experience, resources and innovative vision toward alternative virtual programs, K12 was the one viable option as an ESP for a statewide virtual program focused on career and technical education. As a result, the Board selected it as the ESP for its school program.

The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12's performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

In addition to the services agreement between IDCCRA and K12 Inc. (Appendix 6), IDCCRA intends to partner with local business and colleges to support student success in professional technical certificates. We will, for example, look to setup up an advisory committee of business leaders to provide input on trends in industry and to ensure that we are deploying the latest occupational practices. We will also reach out to technical colleges around Idaho to talk about concurrent credit and post-secondary educational opportunities. In Special Education, we will contract with Psychologists and Speech Pathologists around the state depending on need. We will reach out to and establish relationships as needed to ensure the success of the school. Emails in Appendix 6 demonstrate initial contacts with the Idaho Division of Professional-Technical Education. IDCCRA is working with an insurance broker to secure property and

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liability insurance and has received preliminary information and pricing, and has already negotiated an agreement for legal services with Yorgason Law Offices. Please see Appendix 6 for an insurance brochure and pricing sheet, and for the agreement with Yorganson Law Offices.

Plan for Termination – Idaho Code 33-5205(3)(v) and 33-5206(9)

- **Identification of who is responsible for dissolution of the charter school;**
The board chair will be responsible for the termination of the school and will cooperate with the Charter Commission. When the Board determines that the school will be terminated, the board will identify a designee who will be familiar with state laws and codes associated with the closure of a school, who will work closely with the Board and the Authorizer to be responsible for the distribution of the charter school. The designee will not be a school administrator or staff. The designee will work under the direction of the board chair to coordinate the dissolution of the school. The Board will utilize the closure protocol adopted and in use by the Charter Commission at the time of the closure.
- **A description of how payment to creditors will be handled;**
As stated in the Articles of Incorporation in Appendix 1, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. The school Business Manager will pay all creditors. Per agreement with K12, funds are guaranteed to cover all school expenses. In the event K12 is not the ESP at the time of dissolution, the debts and obligations of the Corporation will be paid in the following priority:

1. Secured creditors
2. Unsecured creditors in the following order:
 - a. Staff employed by the Board or Corporation (salary and benefits)
 - b. Rent
 - c. Utilities
 - d. All other accounts
 - e. Board expenses

In the event there are not enough assets to pay the debts and obligations of a particular category or sub-category, the debts and liabilities of such category or sub category will be paid on a pro rata basis.

The IDCCRA will identify and contract with an independent auditing organization to conduct the final audit. A copy of all audit results and requisite reports will be submitted

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to the Charter Commission, the State Department of Education, and other regulatory bodies as required by the Charter Commission.

- **A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and**

Under the direction of the Board, the designee will provide advance notice to all students and parents regarding the closure of the school. The notice will include specific instructions on how to request student records be transferred to a school of their choice, and how to return school materials, equipment, or other property. The designee will attempt to contact previous families for whom the school still possesses student records. The designee will attempt contact by mail, email, and telephone using the last known contact information. The notification will explain how to request a transfer of student records to current schools, and how to receive student records after the school closes if necessary. All record transfers will take place within 10 days.

Any remaining student records will be stored in a secure location for the legal limit required by an organization to be maintained. IDCCRA will maintain a Facebook page or similar social media mechanism that will contain information on how families may request records be sent to the school of choice. Records will be sent within 10 days.

- **A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.**

As stated in the Articles of Incorporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation. Items purchased with Federal funds will not be sold by IDCCRA to satisfy creditors. Those items will be returned to the authorizer to be used in similar programs/schools.

- **A procedure for transferring personnel records to the employees.**

Under the direction of the Board, the designee will provide advance notice to all employees regarding the closure of the school. Designee will ensure that employee personnel records are sent to employees within 30 days of the school closure. Every attempt will be made to contact previous employees for which the school still has personnel records to obtain an address to send the files. If the previous employees cannot be reached, the records will be stored in the same manner as the student records above.

Appendix D: Articles of Incorporation and Bylaws

11/25/2013

ARTICLES OF INCORPORATION

OF

IDAHO COLLEGE AND CAREER READINESS ACADEMY, INCORPORATED

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SECRETARY OF STATE
STATE OF IDAHO

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

Article I

Name

The name of the Corporation is Idaho College and Career Readiness Academy, Incorporated.

Article II

Nonprofit Status

The Corporation is a nonprofit corporation.

Article III

Period of Duration

The period of duration of the Corporation is perpetual.

Article IV

Registered Office and Agent

The location of the Corporation is in the City of Boise, County of Ada and in the State of Idaho. The address of the initial registered office is 6200 N. Meeker Place, Boise, Idaho 83713, and the name of the initial registered agent at this address is Chris Yorgason.

Article V

Purposes

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

IDAHO SECRETARY OF STATE
03/18/2013 05:00
CK: CASH CT: 207262 BH: 1365078
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A. To establish, conduct, manage and maintain a public charter school, pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the Idaho Public Charter Schools Act of 1998, and as said law may, from time to time, be subsequently amended.

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

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

Article VI

Limitations

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

Article VII

Members

The corporation shall not have any members.

Article VIII

Board of Directors

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws and shall not be less than three (3). The initial Board of Directors are:

Kerry Wysocki, 14602 Purple Sage Road, Caldwell, Idaho 83607

Chris Wood, 5518 West Chandra Lane, Boise, Idaho 83705
Larry Howerton, 2401 West Main Street, Boise, Idaho 83702

The Directors, after the initial Board of Directors, shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

Article IX

Distribution on Dissolution

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

Article X

Incorporator

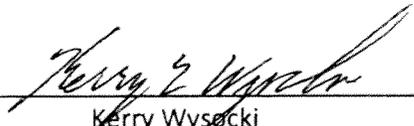
The name and street address of the incorporator is:
Kerry Wysocki, 14602 Purple Sage Road, Caldwell, Idaho 83607

Article XI

Bylaws

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws. The Board of Directors of the Corporation shall be authorized to amend the Corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

DATED this 14 day of MARCH, 2013


Kerry Wysocki
Incorporator

APPENDIX

2. Bylaws

**BYLAWS OF
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INCORPORATED**

**ARTICLE 1
OFFICES**

Section 1.1 Registered Offices.

The registered office of the Corporation shall be at 6200 N. Meeker Place, Boise, Idaho 83713.

Section 1.2 Additional Offices.

The Corporation may also have offices at such other places, within the State of Idaho, as the Board of Directors may from time to time determine or as the business of the Corporation may require.

**ARTICLE 2
MEMBERSHIP**

Section 2.1 No Members.

The Corporation does not have members. All rights which otherwise would vest in members, including, without limitation, the right to elect directors, shall vest in the Board of Directors of the Corporation.

**ARTICLE 3
DIRECTORS**

Section 3.1 General Powers; Number; Tenure.

(a) The business of the Corporation shall be managed by its Board of Directors, which may exercise all powers of the Corporation and perform all lawful acts and things for and on behalf of the Corporation.

(b) Within the limits specified in this Article III, Section 1, the number of directors shall be determined by the Board of Directors, except that if no such determination is made, the number of directors shall be not less than three (3) nor more than nine (9), but may never be less than the number otherwise required by law.

(c) Except for the first Board of Directors named in the Articles of Incorporation, the directors shall be elected at the annual meeting of the Board of Directors except as provided in Section 2 of this Article III.

- (1) Each director elected shall hold office until his successor is selected and shall qualify.
- (2) The members of the first Board of Directors shall serve for a term of three years from the date of incorporation of the Corporation.
- (3) Additional directors shall serve for such terms as may be determined by the first Board of Directors, not to exceed a term of three years.
- (4) The terms of subsequent members of the Board of Directors need not be uniform.
- (5) The terms of these By-Laws will not prevent a Board Member from seeking to serve additional terms of office.

Section 3.2 Vacancies.

If any vacancies occur in the Board of Directors, or if any new directorships are created, they may be filled by vote of a majority of the directors then in office, although less than a quorum, or by a sole remaining director. Each director so chosen shall serve the unexpired term of the vacant position.

Section 3.3 Removal; Resignation.

(a) Unless otherwise provided by law or the Articles of Incorporation, any director or directors may be removed for cause, by the affirmative vote of a majority of the Board of Directors then in office. A director may be removed without cause by the affirmative vote of two-thirds of the directors then in office. The resulting vacancy shall be filled pursuant to Section 3.2.

(b) A director may resign at any time by giving written notice to the Board of Directors, the Chairman of the Board, or the Secretary of the Corporation. Unless otherwise specified in such written notice, a resignation shall take effect upon delivery thereof to the Board of Directors or the designated officer. It shall not be necessary for a resignation to be accepted before it becomes effective.

(c) Any board action to remove a director shall not be valid unless each director is given at least seven (7) day's written notice that the matter will be voted upon at a director's meeting or unless notice is waived pursuant section 30-3-77, Idaho Code.

Section 3.4 Compensation.

Directors shall not be entitled to compensation for their services as directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending directors' meetings.

ARTICLE 4 MEETINGS

Section 4.1 Place of Meetings.

The Board of Directors may hold meetings, both regular and special, either within or without the State of Idaho.

Section 4.2 Annual Meeting.

Annual meetings of the Board of Directors shall be held at the time of the regularly scheduled board meeting for the month of July, if not a legal holiday, or, if a legal holiday, then on the next regular business day following, at 4 P.M., Mountain Standard Time, or at such other date and time as shall, from time to time, be designated by the Board of Directors and stated in the notice of the meeting. At such annual meeting, the Board of Directors shall elect directors and officers, and transact such other business as may properly be brought before the meeting.

Section 4.3 Regular Meetings.

Additional regular meetings of the Board of Directors shall be held on the second Thursday of each month at 4:00 P.M., or as otherwise established by the Board. All meetings will be noticed in accordance with the open meeting requirements of Idaho Code §677-2340, et. seq.

Section 4.4 Special Meetings.

Special meetings of the Board of Directors may be called by the Chairman of the Board, on 24 hours notice to each director if such notice is communicated in person, by telephone or voice mail, by telegraph, teletype electronic mail (e-mail) or other electronic means, or, if sent by mail, seven (7) days after its deposit in the United States mail, as evidenced by sworn affidavit or postmark, if mailed correctly addressed with first class postage affixed, or two (2) days after the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee. Special meetings shall be called by the Chairman of the Board, when in the judgment of the Chairman of the Board (or Vice Chairman of the Board acting in the absence of the Chairman) such meeting is necessary to address exigent circumstances, on the written request of one-half or more of the number of directors then in office and notice of said meeting shall be given as provided in this Section. Any such notice need not state the purpose or purposes of such meeting except as provided in Article XI or as may be otherwise required by law.

Section 4.5 Quorum; Adjournments.

At all meetings of the Board of Directors, a majority of the directors then in office shall constitute a quorum for the transaction of business. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be otherwise specifically provided by law or the Articles of Incorporation. If a quorum is not present at any meeting of the Board of Directors, the directors present may adjourn the meeting, from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 4.7 Meetings by Telephone or Similar Communications.

The Board of Directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting. Meetings by telephone or similar communications shall comply with the Open Meetings Law.

**ARTICLE 5
NOTICES**

Section 5.1 Form Delivery.

Whenever, under the provisions of law, the Certificate of Incorporation or these Bylaws, notice is required to be given to any director, it shall not be construed to mean personal notice unless otherwise specifically provided. Personal notice includes notice communicated in person, by telephone, voice mail, telegraph, teletype, electronic mail (e-mail), or other electronic means. Notice may be given in writing, by mail, addressed to such director, at his address as it appears on the records of the Corporation, with postage thereon prepaid. If notice is sent by mail, it is effective five (5) days after its deposit in the United States mail if mailed correctly addressed with first class postage affixed, or on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

Section 5.2 Waiver.

Whenever any notice is required to be given under the provisions of law, the Certificate of Incorporation or these Bylaws, a written waiver thereof, signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed to be equivalent to such notice. In addition, any director who attends a meeting of the Board of Directors, without protesting at the commencement of the meeting the lack of notice thereof to him, shall be conclusively deemed to have waived notice of such meeting.

**ARTICLE 6
OFFICERS**

Section 6.1 Designations.

The officers of the Corporation shall be chosen by the Board of Directors. The Board of Directors may choose a Chairman of the Board, a Vice-Chairman, a Secretary, a Treasurer, one or more Assistant Secretaries and/or Assistant Treasurers and other officers and agents as it shall deem necessary or appropriate. All officers of the Corporation shall exercise such powers and perform such duties as shall from time to time be determined by the Board of Directors. Any two (2) offices may be held by the same person, except for the offices of Chairman and Secretary.

Section 6.2 Term of Office; Removal.

The Board of Directors at its annual meeting shall appoint a Chairman, Vice-Chairman, a Secretary and a Treasurer. The Board of Directors may also appoint one or more Assistant Secretaries and/or Assistant Treasurers, and such other officers and agents as it shall deem necessary or appropriate. Officers elected or appointed shall serve for such term as may be designated by the Board of Directors. Any officer elected or appointed by the Board of Directors may be removed, with or without cause, at any time by the affirmative vote of a majority of the directors then in office. Such removal shall not prejudice the contract rights, if any, of the person so removed. A vacancy occurring in any office of the Corporation may be filled by the Board of Directors.

Section 6.3 Compensation.

No Officer shall receive any compensation or salary from the Corporation other than that permitted for out of pocket travel and expenses associated with attendance at Board-related functions.

Section 6.4 The Chairman of the Board.

The Chairman of the Board, if any, shall be an officer of the Corporation and, subject to the direction of the Board of Directors, shall perform such executive, supervisory and management functions and duties as may be assigned to him from time to time by the Board of Directors. He shall, if present, preside at all meetings of the Board of Directors.

Section 6.5 The Vice Chairman.

The Vice Chairman, if any (or in the event there be more than one, the Vice Chairmen in the order designated, or in the absence of any designation, in the order of their election), shall, in the absence of the Chairman or in the event of his disability, perform the duties and exercise the powers of the Chairman and shall generally assist the Chairman and perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

Section 6.6 The Secretary.

The Secretary, if any, shall attend all meetings of the Board of Directors and record all votes and the proceedings of the meetings in a book to be kept for that purpose and shall perform like duties for the Executive Committee or other committees, if required. He shall give, or cause to be given, notice of all special meetings of the Board or the President, under whose supervision he shall act. He shall have custody of the seal of the Corporation, and he, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it, and, when so affixed, the seal may be attested by his signature or by the signature of such Assistant Secretary. The Board of Directors may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing thereof by his signature. The Board of Directors may give general authority to any other individual to keep a record of all votes and the proceedings of all meetings, requiring such individual to provide the record of the meetings to the secretary to be maintained in the usual course of conduct for maintaining corporate records.

Section 6.7 The Treasurer.

The Treasurer shall have the custody of the corporate funds and other valuable effects, including securities, and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may from time to time be designated by the Board of Directors. He shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chairman of the Board, the President and the Board of Directors, at regular meetings of the Board, or whenever they may require it, an account of all his transactions as Treasurer and of the financial condition of the Corporation.

**ARTICLE 7
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND
AGENTS**

Section 7.1 General Indemnification.

Reference is made to the Idaho Nonprofit Corporation Act, §30-3-88, Idaho Code. Particular reference is made to the class of persons (hereinafter called "Indemnitees") who may be indemnified by an Idaho corporation, namely, any person (or the heirs, executors or administrators of such person) who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was a director, officer, employee or agent of such corporation, or is or was serving at the request of such corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise. The Corporation shall (and is hereby obligated to) indemnify the Indemnitees, and each of them, in each and every situation where the Corporation is obligated to make such indemnification pursuant to the aforesaid statutory provisions. The Corporation shall indemnify the Indemnitees, and each of them, in each and every situation where, under the aforesaid statutory provisions, the Corporation is not obligated, but is nevertheless permitted or empowered, to make such indemnification, it being understood, that, before making such indemnification with respect to any situation covered under this sentence, the Corporation shall promptly make or cause to be made a determination as to whether each Indemnitee acted in good faith and in a manner such Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnitee's conduct was unlawful. No such indemnification shall be made (where not required by statute) unless it is determined that such Indemnitee acted in good faith and in a manner such Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation, and in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnitee's conduct was unlawful.

Section 7.2 Insurance.

The Board of Directors may authorize the purchase of insurance on behalf of any director, officer, employee, or agent of the Corporation, or who while a director, officer, employee or agent of the Corporation is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against and incurred by him arising out of such person's position, whether or not the Corporation would have the power to indemnify such person against that liability under law.

Section 7.3 Chapter 42 Taxes.

Notwithstanding the foregoing provisions of this Article VII, the Corporation shall not indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as not in effect or as may hereafter be amended (the "Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Code, then, during such time, no payment would constitute an act of self-dealing or a taxable expenditure, as defined in Section 4941(d) or 4945(d), respectively, of the Code.

ARTICLE 8 INVESTMENTS

Section 8.1 Reinvestment.

The Corporation shall have the right to hold, manage, invest and reinvest the property received by it, in the discretion of the Board of Directors and without being restricted to the class of investments which any director is or may be permitted by law to make; provided, however, that no action may be taken by or on behalf of the Corporation if such action would result in the denial of the Corporation's income tax exemption under Section 501(c) of the Code (as defined in Section 3 of Article VII).

Section 8.2 Commingling.

Upon receipt of any property, the Board of Directors may, subject to any limitations, conditions or requirements affecting the use of any property so received, add such property to or commingle such property with any other assets of the Corporation or hold such property as a separate fund if, in the sole discretion of the Board of Directors, such segregation is in the best interests of the Corporation.

ARTICLE 9 EXEMPT ACTIVITIES

Section 9.1 Exempt Activities.

Notwithstanding any other provision of these Bylaws, no director, officer, employee or other agent or representative of the Corporation shall take any action for or on behalf of the Corporation if such action is not permitted under Section 501(c) (3) of the Code (as defined in Section 3 of Article VII).

ARTICLE 10 GENERAL PROVISIONS

Section 10.1 Fiscal Year.

The fiscal year of the Corporation shall be a period of twelve (12) months commencing on the first day of July in each year, or as otherwise determined from time to time by the Board of Trustees.

Section 10.2 Seal.

The corporate seal shall have inscribed thereon the name of the Corporation and the words, "Corporate Seal" and "Idaho".

Section 10.3 Invalid or Unenforceable Provisions.

The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions hereof, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provisions were omitted.

Section 10.4 Conflict of Interest.

Any member of the Board of Directors of the Corporation may be present at or participate in a meeting of the Board of Directors or a committee of the Board of Directors which authorizes a transaction between a member of the Board of Directors and the Corporation or between the Corporation any other corporation, partnership, association, or other organization in which one (1) or more of its directors have a direct or indirect interest, if the material facts of the transaction and the director's relationship or interest as to the transaction are disclosed or are known to the Board of Directors or committee of the Board of Directors, and the Board or committee in good faith authorizes, approves or ratifies the transaction by the affirmative vote of a majority of the directors having no direct or indirect interest in the transaction, even though the disinterested directors be less than a quorum.

Interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee that authorizes the contract or transaction.

Notwithstanding the above, all board members are required to comply with all provisions of conflict of interest statutes, rules and board policies. Each board member, upon election or appointment to the board, will be required to sign the board conflict of interest policy,

Section 10.5 Public Records and Open Meetings.

The Board of Directors of the Corporation shall abide by the Public Records Act and Open Meetings Law of the State of Idaho.

**ARTICLE 11
AMENDMENTS**

Section 11.1 Amendments.

The Board of Directors shall have the power to make, alter and repeal these Bylaws, and to adopt new bylaws, by an affirmative vote of a majority of the whole Board, provided that notice of the proposal to make, alter or repeal these Bylaws, or to adopt new bylaws, must be included in the notice of the meeting of the Board of Directors at which such action takes place.

**ARTICLE 12
DISSOLUTION**

Section 12.1 Dissolution.

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115, Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be returned to the authorized chartering entity or otherwise distributed in accordance with applicable law.

CHAIRMAN'S CERTIFICATE

I, Kerry Wysocki, Board Chairman of THE IDAHO COLLEGE AND CAREER READINESS ACADEMY, Incorporated (the "corporation"), an Idaho corporation, DO HEREBY CERTIFY that the foregoing is a true and correct copy of the Corporation's Bylaws as adopted by the Board of Directors of the Corporation as of March 7, 2013.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Corporate Seal of the Corporation as of the 14th day of March, 2013.



Kerry Wysocki
Chairman of the Board

Appendix E: Public Charter School Closure Protocol

**CLOSURE
PROTOCOL**

August 2013



Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

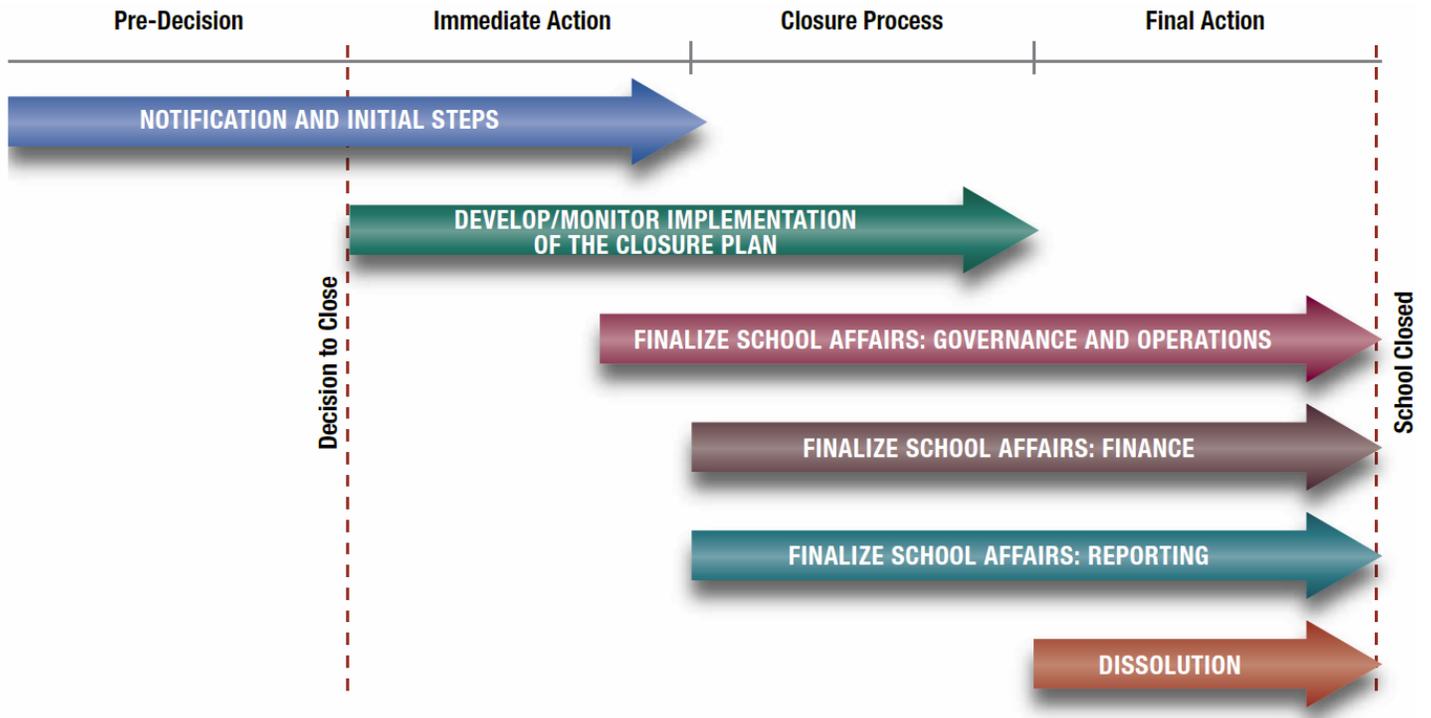
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 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. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and iSucceed Virtual High School, Inc., formerly known as PPEP of Idaho, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on November 13, 2007, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2008; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership 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 engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.
- B. Grades Served.** The School may serve students in grade 9 through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provide a virtual setting that allows for flexibility and individualized scheduling
 - Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students
 - Provide Advisory Teachers for all students, who will support them throughout their high school career
 - Foster parent involvement through a variety of opportunities to serve the school and its students
 - Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors
 - Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world
- 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 B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be **unlimited**. The maximum number of student who may be enrolled per class/grade level shall be **unlimited**. Enrollment for each school year will conclude on **February 15th, or other such February date as the Idaho State Department of Education may designate as the ADA cutoff date. Students who are not enrolled as of this date will be eligible to enroll for the following school year.**

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.

D. School Facilities. **6148 N Discovery Way, Suite 120, Boise, ID 83713.** 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: **State of Idaho.**

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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.

- 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 E.
- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, iSucceed Virtual High School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, iSVHS's ISAT math proficiency rate will be at least twenty percent (20%). This condition is based upon a rate of increase sufficient to promote the school's ability to meet or exceed the state's average math proficiency rate by the end of the next performance certificate term (June 30, 2022). Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. While iSVHS increases math proficiency, iSVHS will maintain ISAT ELA and ISAT science proficiency rates comparable to, or better than, the state averages. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

For the purposes of conditions 1 and 2 above, ISAT score data is exclusive to continuously enrolled students. "Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation . . . A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

3. iSVHS's 2019 five (5) year cohort graduation rate will be at least thirty percent (30%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although iSVHS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Regardless of whether or not iSVHS agrees to fulfill the specific conditions above, iSVHS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

iSucceed Virtual High School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.		
Key Design Elements	<ul style="list-style-type: none"> • Provide a virtual setting that allows for flexibility and individualized scheduling • Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students • Provide Advisory Teachers for all students, who will support them throughout their high school career • Foster parental involvement through a variety of opportunities to serve the school and its students • Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors • Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world. 		
School Location	6148 N Discovery Way Suite 120 Boise, ID 83713	School Phone	(208) 375-3116
Surrounding District	State of Idaho		
Opening Year	2008		
Current Term	July 1, 2017-June 30, 2022		
Grades Served	9 to 12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
--	--

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC 9-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do math proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because iSucceed is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	15 - 29	0																		
	0 - 14	0																		
		0																		
<p>Measure 2b</p> <p>ELA Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do ELA proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because iSucceed is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	51-75	0																		
	26-50	0																		
	0-25	0																		
		0																		
Norm-Referenced Growth																				
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>																			
Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>																			
Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind. That is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data 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 and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR						
<p>Measure 1 Is the school...</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> <p>Notes In the 2017-18 school year, the school will be collecting baseline data for the establishment of mission specific goals. In 2018, the school will work with PCSC staff to finalize goals to go into effect in the 2018-19 school year.</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned		0
Points Possible	Points Earned					
	0					
<p>Measure 2 Is the school...</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned		0
Points Possible	Points Earned					
	0					
<p>Measure 3 Is the school...</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned		0
Points Possible	Points Earned					
	0					

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? 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 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. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-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.			25 15 0	<hr/> 0
Notes					
Measure 2b GAAP	Is the school following General 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 option, an audit devoid of significant findings and conditions, material weakness, 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. Partially Meets Standard: The school largely exhibits compliance 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. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or 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.			25 15 0	<hr/> 0
Notes					
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			25 15 0	<hr/> 0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.				

INDICATOR 3: GOVERNANCE AND REPORTING														
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>		0	
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>		0	
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	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 statute 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	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

Petition for a
Statewide Virtual Charter High School
School Year 2008-2009

*i*SUCCEED VIRTUAL
HIGH SCHOOL

Administration Office:

2950 E. Magic View Drive
Suite 188
Meridian, ID, 83642

Submitted to:

Idaho Public Charter School Commission
P.O. Box 83720
Boise, Idaho 83720-0037

Submitted by:

Don Pena
President, Board of Directors
iSucceed Virtual High School, Inc.
An Idaho Non-Profit Corporation
2950 E. Magic View Drive, Suite 188
Meridian, ID 83642

dioniciopena@netzero.com

March 27, 2013

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A – Amended Articles of Incorporation

B – Amended Bylaws

C - Board of Directors

D - Signatures

E – iSLP Sample

F – Course Catalog

G – Online Learning Best Practices

H – Draft Student handbook

I – Financial Plan

J – Draft Services Agreement

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

iSucceed Virtual High School (iSVHS) shall be operated and governed by iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation. The iSucceed Virtual High School, Inc. Amended Articles of Incorporation (Exhibit A) are filed with the Idaho Secretary of State. iSucceed Virtual High School, Inc. shall be governed pursuant to its Amended Corporate Bylaws (Exhibit B), which shall be maintained to be consistent with this charter.

iSucceed Virtual High School, Inc. has been created and established solely for the purposes of commencing and operating a public virtual charter high school program throughout the state of Idaho. iSucceed Virtual High School, Inc. is an independent non-profit corporation.

Board of Directors

iSVHS will be governed by the Board of Directors of iSucceed Virtual High School, Inc., whose major roles and responsibilities, in conjunction with those outlined in the approved Amended Corporate By-Laws and Amended Articles of Incorporation for the operation of a public virtual high school program, shall include, but not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting and selecting and evaluating key executive staff and employment of teaching staff.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVHS. The initial Board of Director will include:

- Don Pena, President
- Dr. John David Arnold, Secretary
- Korene Gonzalez,
- Kari Hogan
- Sharon Davis
- Jeff Tunison

Exhibit C contains the resumes for the Board of Directors.

Services Agreement

iSucceed Virtual High School, Inc., after consideration of similar service providers, has agreed, to negotiate, an arms-length, fully revocable Services Agreement with Insight Schools, Incorporated (Insight) to assist in the development and operation of the School.

iSucceed Virtual High School, Inc. will comply with the requirements of I.C. 67-2806 to the extent applicable in the procurement of all services and personal property, including the Services Agreement with Insight.

- Insight is a subsidiary of The Apollo Group, the parent company of the University of Phoenix. With over 30 years of educational experience, the University of Phoenix, the nation's largest private university, currently enrolls over 250,000 students within its campuses and online programs, and employs over 17,000 facility members.

The Services Agreement may include Insight providing the following services to iSucceed Virtual High School, Inc. for the operation of the school:

- Laptops and printers for student use (Technology equipment and service)
- Broad selection of independent online courses aligned to Idaho state standards
- School platform (SIS, LMS, Virtual Classroom)
- Community building programs
- Student recruitment and outreach
- Administrative and support staff (instructors are employees of iSVHS)

- Back Office Services (i.e. accounts payable/receivable, payroll). iSucceed Virtual High School, Inc., will be employing a school administrator separate and apart from personnel provided by Insight as part of the Services Agreement.
 - Insight currently manages Insight School of Washington, an online public high school, in partnership with the Quillayute Valley School District, serving high school aged students throughout Washington State. After one year of operation, Insight School of Washington holds a Provisional Accreditation with the Northwest Association of Accredited Schools (NAAS).
 - Beginning September of 2007, Insight will also be opening Insight School of Wisconsin, a statewide online charter school in partnership with the Grantsburg School District in the State of Wisconsin, and Insight School of California – Los Angeles, authorized by the Antelope Valley Union High School District in Lancaster California.

a. Copies of Amended Articles of Incorporation, file-stamped by the Idaho Secretary of State’s Office; and of the signed Amended Bylaws adopted by the board of directors of the nonprofit corporation. See Section 33-5204(1), Idaho Code.

Please see Exhibits A – Amended Articles of Incorporation and Exhibit B – Amended Corporate Bylaws

b. Signatures of at least thirty (30) qualified electors of the proposed charter school’s service area. Proof of qualification of electors must be attached. See Section 33-5205(1)(a), Idaho Code. (4-11-06)

Please see Exhibit D – Signatures

c. Vision and Mission statement

Vision Statement

Every student deserves an opportunity to excel—an honest and real chance to reach their potential. **At iSucceed Virtual High School (iSVHS), our mission is to provide this opportunity and greatly increase the probability that high-school-age students will achieve their individual potential.** iSVHS’s online learning instructional model will leverage research – based, 21st century learning skills in order to facilitate self-motivated, competent, life-long learners who participate effectively in society. We intend to provide an excellent educational alternative for those high-school-age students throughout the State of Idaho who, for a variety of reasons, do not attend high school, or who may benefit from a non-traditional school setting. iSVHS is available to all high school aged youth seeking an alternative academic setting, no matter what their specific life circumstances may be.

Mission Statement

iSVHS will operate as a full-time, online public high school that will serve high school students who have needs that may not be easily met in a traditional school or classroom setting. The school is requesting authorization from the Public Charter School Commission to enable iSVHS to serve students throughout the State of Idaho.

We will provide a personalized, flexible, innovative, student-led/instructor-facilitated and supervised learning program, where high-school-aged students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of highly-qualified Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with a school laptop computer and printer, and also providing a monthly internet stipend.

Further discussion of Statement of Need is outlined in Tab 2 below.

Tab 2: Proposed operation and potential effects of the public charter school

Statement of Need/Student Population

Across the nation, approximately 5 million high-school-age children do not presently attend high school. According to a recent (Feb-2005) study by the Policy Information Center at Educational Testing Service, the high school drop-out rate averages 30% across the nation.

In addition, a recent study (Mar-2006), funded by the Bill & Melinda Gates Foundation, states that among dropouts surveyed, the top cited reasons for leaving high school before graduation were:

- 32% - Needed to take a job for family financial reasons
- 26% - Needed to care for a family member
- 22% - Became a parent

Of the respondents who listed one of the above as a reason for dropping out, **88% indicated that they had passing grades before leaving school**, and **81% indicated that they knew completing high school was important to future success**.

Many of today's high school students find themselves needing a different kind of high school environment, for a variety of reasons:

- Home-schooled students may want subject matter support from a certified instructor, in advanced classes, but do not want to attend the traditional setting;
- Some students don't function well in a large, impersonal classroom setting, or don't connect socially in a large school;
- Some students may need more challenging coursework, or to move at a faster pace;
- Students may reach their creative peak in the evening, and find it difficult to attend school in the early morning;
- Some are challenged by health or physical issues;
- Teens who are pursuing their goals in sports, entertainment, modeling, dancing, or other careers may not be able to attend school regularly; and
- High-risk/at-risk for not successfully achieving high school graduation or equivalency.

Serving teens seeking a different kind of educational experience requires a focus on providing engaging opportunities for success in high school, an innovative model of online study, and an experienced team.

Community outreach will seek to attempt to bring this population of students back into the public schools to complete their education and obtain a high school diploma. Given the historical roots and interests of the founders, one of the subpopulations of students for outreach will include the underserved Hispanic and migrant community.¹ Additionally, given the selected service provider's connection with institutions of higher education, we will seek to assist our student to attain some college credits during their high school years, increasing their likelihood to continue their education either through community college programs or local universities.

Idaho Statistics

The goal of iSVHS is to bring high school aged students back into the public school system, and provide them with an alternative method to obtain their diploma. Although the State of Idaho does not publish a statistic specific to high school aged youth not attending school, an estimate can be derived utilizing a combination of state census data and high school enrollment figures provided by the Idaho State Board of Education.

¹ Insight, the service provider selected by iSucceed Virtual High School, Inc., has successfully targeted minority populations, including attaining a 36% Hispanic enrollment in an affiliated California school. iSucceed Virtual High School, Inc. believes that such an accomplishment demonstrates their ability to assist in targeting outreach to this underserved subpopulation within the state of Idaho. Further, the interests and activities of our founding directors evidence a strong historical background and experience in working with this underserved subpopulation within the state of Idaho.

Most recent census data obtained from U.S. Census Bureau, Population Division (released May 17, 2007 - <http://www.census.gov/popest/estimates.php>) estimated that the population of high school aged students between the ages of 14-18 in the State of Idaho to be approximately 101,147.

Data obtained directly from the Idaho State Department of Education website showed that there were 80,433 high school students enrolled in Idaho public schools during the 2006-2007 school year.

Based upon these figures, it can be estimated that the State of Idaho has as many as 20,714 high school aged youth not attending the public school system. We acknowledge that some small percentage of this number may be attending private school or be participating in a home school educational program; however, iSVHS may serve as an alternative to these approaches as well. iSucceed Virtual High School, Inc. believes that program provided by iSVHS will benefit the State of Idaho by providing options for high school aged youth currently not attending the public school system.

Core Values and Educational Philosophy

Our vision is to enable these individuals to acquire the necessary life skills that will equip them for later stages in life, and to optimize learning for each student so that they can achieve their individual learning objectives. This requires an understanding of each student and his/her profile; designing a high quality and relevant program that gives these students the best possible opportunity for academic success.

The application of technology has made the personalization of education possible. Although full-time online school is not appropriate for every student, for many, iSVHS can be the bridge that brings them back into the public school system:

- Allowing students to advance at their own pace;
- Providing schedule flexibility to accommodate work or family care responsibilities;
- Enabling freedom of location, for those who have physical challenges;
- Providing connections in a one-to-one setting with certified instructors and mentors, for those who need more personalized attention.

The guiding principle's around which iSVHS is designed begins with:

All students – as individuals – should be celebrated

- Traditional schools are not for every student.
- Some students may need to take a different path to achieve academic proficiency and to achieve their desires and goals.
- Education should be supportive of differences in interests, abilities, styles, and goals.

Online delivery meets student needs that aren't met in a classroom

- Technology in education enables the delivery of educational content that can be efficiently personalized to multiple learning styles, interests, and capabilities.
- Online delivery leverages the power of the information age through deep, varied content made available through the Internet.
- Technology allows students to be educated efficiently and effectively through a flexible schedule where they can learn at the time, pace, and place of their choosing.

Personalized learning helps high school students build life skills

- Lessons learned through independent work can be “stickier” than if learned via lecture and tends to remain with the learner longer than knowledge gained through a classroom lecture.
- Students in a personalized learning program develop more effective time-management skills, self-discipline, and self-direction.
- Maturity, time-management, and self-direction aid in college and/or career success.
- We believe that today's teens are capable of building successful educational and social relationships even though they work independently. However, we also believe that supplementing the online high school experience with community-based interactions will provide powerful social and academic benefits for students.

School Administration Facilities

iSVHS is a full-time, online, public high school, thus not requiring a facility the size or complexity of a traditional high school. iSVHS will initially occupy about 1500-2000 square feet of administration office space. For the first two years of operation, iSVHS anticipates sub-leasing administration facilities from the University of Phoenix- Boise Campus located at:

2950 E. Magic View Drive
Suite 188
Meridian, ID 83642

Following the completion of the second year, iSVHS may consider relocating into a larger facility in anticipation of increased student enrollment and corresponding increased staff hiring. Upon receipt of the charter school authorization, iSVHS will finalize the lease agreement and make the final terms and conditions available for review by the Public Charter School Commission. A copy of a letter of intent relative to this lease has been provided to the staff of the Idaho Public Charter School Commission.

In addition to the administration offices, iSVHS may, from time to time, reserve temporary space (short-term basis) throughout the state, for the purposes of facilitating student services such as but not limited to; proctored ISAT exam sites, face-to-face special education consultation services, academic student services, or other school related activities. The need for such temporary space will be dictated by the necessity for such services, as well as the enrolled student population and their resident geographic location throughout the state.

Administrative Services

iSVHS will be lead by an Executive Director who will be responsible for recommending the hiring and day-to-day management of the administrative and support team.

iSVHS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. iSVHS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees passionate about serving the students and their families.

Impact on Idaho School Districts

Providing every student the opportunity for a high quality education that will assist them in meeting their individual goal and becoming a productive member of our society is a philosophy and mission shared by the State of Idaho Board of Education and school districts throughout the state. It is also a core value of iSVHS. iSVHS looks forward to collaborating with the educational community in Idaho to provide an option for high school aged students currently not served by the traditional academic environment.

The program offered by iSVHS, provides the level of flexibility and personalization that empowers iSVHS students who may have struggled in a traditional classroom setting to re-engage the learning process and succeed where they may have been challenged in the past.

iSVHS expects to attract high school aged students who are currently not enrolled in the public school system; disenfranchised students; students who would be likely to drop out before graduation, who have already dropped-out, or who are, perhaps, currently home-schooled. Our goal is to bring these students back into the public school system. iSVHS expects a small percentage of its student population to draw from traditional brick and mortar schools, and, as a statewide school, this impact will be dispersed among all districts and schools across the State of Idaho.

Civil liability Effects on iSVHS and the Public Charter School Commission

To the fullest extent permitted by law, iSucceed Virtual High School, Inc. agrees to indemnify and hold harmless the State of Idaho, the Idaho Public Charter School Commission, resident school districts, and their officers, directors, agents, or employees from and against all claims, damages, losses, and expenses for wrongful acts, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, providing that such claim, damage, loss or expense;

1. is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and

2. 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 of 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 bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of iSVHS or iSucceed Virtual High School, Inc. .

Types of Insurance

iSVHS will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. iSVHS 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 non-profit users of district resources and facilities. Liability and property insurance will be similar to other full-time online charter schools, and iSVHS will work with the Public Charter School Commission to ensure coverage is in line with state law. A copy of the proof of insurance will be given to the Public Charter School Commission each time it is renewed to ensure continuous coverage.

iSVHS intends to secure liability insurance of the following types and amounts:

- General Liability
 - Each occurrence \$1,000,000
 - Damages to rented premises (ea. occurrence) \$100,000
 - Med exp. (any one person) \$5,000
 - Personal and adv. injury \$1,000,000
 - General aggregate \$5,000,000
 - Products – comp/op agg. \$2,000,000
- Excess/Umbrella Liability
 - Each occurrence \$25,000,000
 - Aggregate \$25,000,000
- Workers Compensation & Employers’ Liability
 - Each accident \$1,000,000
 - Disease – ea. employee \$1,000,000
 - Disease – policy limit \$1,000,000

Once finalized and prior to the start of school, iSVHS will provide a Certificate of Liability Insurance to the Public Charter School Commission.

All personnel employed by iSVHS will be covered by Federal Social Security, Unemployment and Worker’s Compensation Insurance, and Health Insurance, and, if eligible, may select to participate in the Public Employee Retirement System of Idaho (PERSI).

Tab 3: Educational Programs and Goals

a. Educational program and goals, and fulfillment of the educational thoroughness standards

The Learning Process

iSVHS believes that learning best occurs when students are offered an opportunity which combines a rigorous academic curriculum, a strong support network of highly-qualified staff, and reasonable standards and expectations in a flexible personalized learning environment. iSVHS is structured to support significant student achievement by creating a high-quality online, personalized learning environment for all its students.

Program Overview

iSVHS will provide a full-time, online, diploma-granting high school program for students in grades 9-12. All students must be able to demonstrate completion of the 8th grade prior to participating in our high school program.

Through each course, students can progress at their own pace, subject to weekly and semester boundaries, and complete their studies at the time of day and day of week of their choosing, subject to course assignment schedules. Support will be offered to students to ensure that they remain on track with completing course assignments.

Program Format

The program at iSVHS is primarily a student-led/instructor-facilitated and supervised, online, personalized learning program that operates on a semester schedule. Target deadlines are set within each course to help students budget their time and stay on task throughout the semester, but the actual time that a student spends on the instructional and evaluative components of each course will vary according to student's ability, prior learning, and special needs.

Over the course of a year, a typical student may take between five and six courses per semester for two semesters. An Admissions Counselor meets with the student and his/her parent(s)/legal guardian(s) prior to the student's course registration to facilitate the creation of an Individual Student Learning Plan (iSLP). The iSLP (sample provided in Exhibit E) is based on the student's interests and goals, and is informed by the state graduation requirements. Students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of core courses (Math, Language Arts, Science, Social Studies), as well as a number of electives. Foreign language, AP, honors, and foundation-level courses are offered.

The course catalog for iSVHS will include a wide variety of selections in all core academic areas—Math, Language Arts, Science, Social Studies, as well as electives in areas such as World Languages, Business and Marketing, Digital Technologies, Fine/Visual/Performing Arts, Life/Study Skills, and Physical Education.

Courses will include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students in a social constructivist environment. Courses will be taught by Idaho-certified, highly-qualified (under No Child Left Behind – “NCLB”) instructors who engage students who have questions, problems, or curiosities through a virtual whiteboard, email, phone, instant messaging and scheduled office hours or discussion groups.

Content selection will be based on sound pedagogical theory and practice; it is effective, efficient, and appealing; is aligned to Idaho state content and national quality standards; and will accommodate multiple learning styles and individual needs.

Attendance Policy

iSVHS is most concerned with student progress made against their Individual Student Learning Plan. We recognize that many of our students have work and family responsibilities that make “traditional” school attendance difficult to comply with, and that is why they choose to attend iSVHS. However, attendance must be tracked for State and Federal reporting.

In compliance with I.C. 33-512, iSVHS will monitor and report student Average Daily Attendance (ADA) based upon the number of hours the student is either logged into their courses and/or engaged in offline

instruction/learning. In accordance with I.C. 33-512, iSVHS will provide a minimum of 990 instructional/learning hours to each iSVHS student during the course of each year.

General student attendance will be reported as days since last login. Parents/guardians can request reports be sent when students have not logged in within the number of days specified by the parent/guardian through the student information system.

Parents/guardians can request reports be sent when students have not logged in within the number of days specified by the parent/guardian through the student information system.

The following attendance guidelines will guide contact with absentee students:

- Student has not logged in to the Student Information System or the Learning Management System for three or more consecutive days.
- Student has not communicated with a Mentor during this time.
- Student does not have an excused absence on record with their Mentor.

Students who meet the criteria stated above will be considered to be “absent unexcused” and will be on record as such.

If a student receives twenty consecutive school days of unexcused absences, or there is other significant evidence of violation of the school’s attendance policies, the student’s attendance will be reviewed by the administration, with a possible recommendation to the Board for expulsion based upon habitual truancy. Idaho Code § 33-205 and § 33-206.

Synchronous Instruction

Our instructional model is an instructor-facilitated, personalized learning model. A key component of this model is the inclusion of a significant portion of online, synchronous interactions between students and instructors, and between students and other students. At least once each week, the instructor in every course will hold a synchronous “virtual classroom” sessions. These virtual classroom sessions typically involve a presentation by the instructor of prepared materials, together with extensive question-and-answer opportunities for students, or group work activities. The virtual classroom offers a voice-over-IP delivery, so that students can talk to the Instructor and hear the conversations between the instructor and other students; the virtual classroom also facilitates instructor-student and student-student communications via a shared whiteboard and text messaging among other capabilities. Virtual classroom sessions will be archived, so that students can review recordings later if they were unable to attend the session or are preparing for an exam.

Accommodation of Multiple Learning Styles and Needs

iSVHS celebrates the inherent differences in learners by providing courses that speak to the strengths of multiple learning styles and accommodate in advance the special needs of students. Content will be presented in multiple formats including audio, text, diagrams and drawings, illustrations, and interactive simulations to accommodate the learning preferences of audio, visual, and kinesthetic learners.

Courses are selected to accommodate students with many diagnosed and undiagnosed learning disabilities and to scaffold the metacognitive and organizational skills of all students.

Each student shall participate in some or all of the following activities to help the instructional staff at iSVHS identify and accommodate the needs of each student.

- Learning Style Inventory
- One Year Course of Study Plan (iSLP)
- IEP and special needs reporting

Student Support Team

Each student will work with a Student Support Team comprised of Instructors and a Mentor. These individuals work in union to achieve the individual learning objectives of the students, the families, and the school. The focus of the Student Support Team is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each member of the Student Support Team plays a key role in the academic experience of the student.

Instructor - Role and Responsibilities

At iSVHS, students are facilitated by Idaho-certified instructors. The Instructor's role at iSVHS is to support and personalize learning and to inspire students to reach beyond the content and find meaning and application to life. iSVHS instructors will be employees of iSucceed Virtual High School, Inc.

Technology and the nature of online communication/courses enable instructors to meet and work with each student as an individual. The instructor's role in the online environment is to assist the students to obtain an understanding and mastery of the course of study; however, instructors will also establish and maintain individual relationships with students. Students engage instructors and ask questions privately via email or publicly via the virtual classroom or discussion boards.

Mentor – Role and Responsibilities

Mentors serve as the main school contact with the students and their families. Once the student is enrolled in iSVHS, the Mentor engages the student and the family to develop an iSLP, which outlines the learning strategies and course focus. The Mentor also monitors and remediates as required. The Mentor will seek out students who are “hiding” in the back of the class (i.e., not participating in class discussions) or who are not logging in or completing assignments in a timely manner, to encourage and invite them to return, and assist them as they get back on track.

The Mentor is accountable for the outcomes of their assigned students, as they are focused on a 360 degree view of the student, utilizing not only the information provided by Instructors, but also accounting for the personality, individual circumstances and characteristics of the student. Mentors will seek effective learning strategies for each student and maintain good relationships with both the student and their family. With this targeted demographic of students, many being those who have already chosen to leave the public education system prior to having earned a diploma, the Mentor role in working directly and regularly in communicating with our students is critical in keeping our students engaged in the learning process and ultimately in school.

Student Support Programs

iSVHS knows that the likelihood of success of an online learner is significantly higher when that student's initial experience is positive and when she/he feels a clear sense of personal direction. A positive experience is marked by student confidence, excitement, connection, support, and a feeling of momentum. iSVHS believes that the crucial time period for student engagement and retention begins weeks before the student officially starts his/her studies. By the very nature of technology and taking online courses, rich data that indicates activity (login, assignment submission, time of study, assessment completion) can be readily reported on and monitored. To ensure student success, iSVHS offers the following actions:

- Assignment of iSVHS Mentor as part of the Student Support Team
- Initial Learning Assessment to determine learning style (as determined by iSVHS)
- Personal Interview to determine personal goals and interests
- Collection of Personal Data (including confirmation of Idaho residency)
- iSVHS online Orientation module (for students and parents)
- Face-to-face school orientation (optional - recommended for students and parents/legal guardians)
- Readiness check prior to school start
- iSVHS social events (optional throughout the school year)
- Placement tests (as determined by iSVHS)
- Course selection
- Start-up Check (typically within the first week - for technical issues and startup)
- Follow up Check (typically within the second/third week - further follow-up)
- First quarter review w/parents/legal guardians

Continuous Monitoring/Support

Continual monitoring of student progress to improve student outcomes and completion is also critical to long-term student success. To ensure continuing progress, iSVHS plans to offer the following actions:

- Course selection
- Quarterly parent/legal guardian reviews
- Development (and/or review) of iSLP's
- Weekly checks

Student Support Services

The educational experience provided by iSVHS shall be designed with the students and families in mind. iSVHS shall utilize computer technology as one component of the learning experience to connect students with courses, content, Student Support Teams and other students. Students shall be supplied with a laptop computer, software, a printer, and an internet stipend to help cover the costs of internet service. By supplying each student with a pre-configured hardware and software platform ("Student Technology") fully loaded with all necessary software, filters and monitors necessary for each student to access their specific coursework, iSVHS can provide better support and ensure a consistent and secure educational environment for every student. Each student will be required to enter into a computer use agreement to assure that the school's technology and computer equipment are used in conformance with established Board policies. A draft Computer Use Agreement has been provided to the staff of the Idaho Public Charter School Commission.

Technical support begins the moment the student registers and the Student Technology is prepared to ship. iSVHS will perform a detailed quality assurance check at the point of shipment to make sure all the necessary components are included in the shipment. In addition to the Student Technology, iSVHS will include a number of "Getting Started" documents to assist the student and their families once the shipment arrives on their doorstep. The iSVHS Technology Check provides a checklist including: shipment contents, hardware setup, internet connection, and software application check. Additionally, the Technology Check explains how to contact iSVHS should they have questions. Students and their families will have numerous ways to access support from iSVHS: by phone through a 1-800 number, via a technical support email address, through online support, or through an extensive FAQ available on the iSVHS website.

Students and their families will be provided with an online orientation that will enable them to become familiar with all aspects of the iSVHS online learning environment. Again, questions associated with this orientation can be addressed through phone, email, or online support.

Ongoing technical support is categorized as follows:

- Hardware/software/connections that don't work
- Fulfillment of school materials
- Accessing courses/Learning Management System
- Academic questions
- Course change questions
- Policy/dispute questions/issues

iSVHS will be organized to ensure that specific questions can be responded to in an expedient fashion. iSVHS plans to provide 1-800 phone support 12 hours a day, 5 days a week, as well as 24-hour online support to help families with course access issues, lost passwords, and to troubleshoot hardware/software/internet connectivity issues. iSVHS also plans to provide 24-hour, 356-day a year academic support for all math, reading and language arts, the sciences, and business courses.

iSVHS believes that improvement in student achievement will result through a balanced application of technology and online learning best practices. iSVHS will constantly evaluate technology in an effort to improve our ability to engage our students, support our instructors, and communicate with the families we serve. We believe that iSVHS has aggregated best-of-breed technology platforms that are comprised of innovative and practical applications, enhancing our students' ability to engage with the course material and their Student Support Team, while gaining expertise with 21st century technologies.

iSVHS believes that combining the Student Technology with online learning best practices serves to further enhance student achievement. iSVHS is committed to applying proven best practices as appropriate.

"A Week in the Life of an iSVHS Student"

Students enroll in an online learning environment for a variety of reasons. Some have work and family obligations, while other students are involved in activities and/or careers that require a flexible schedule. For this reason, there is no “typical” day for students enrolled at iSVHS; however, many students discover they can benefit from spending an extended amount of time on a single subject. Students are able to get into the flow of learning, build momentum, and become more accomplished than if they divided up that time between multiple classes. Through the learning styles assessment, students discover not only how they learn best, but also at what times they learn best, thus making more effective use of their time.

Some students log on early in the morning on the same rhythm of a traditional school, but many more find their productivity is highest in the afternoon or evenings. At iSVHS, students can learn at times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work progress in all subjects weekly.

The following schedule is an example of a common schedule for some students:

Monday

Students will log into all classes, read announcements, check Virtual Classroom Sessions scheduled for the week, plan out their “to do” list for the week, and answer emails. They will then choose one subject to work on for several hours and complete the week’s assignments for that one class.

Tuesday/Wednesday

Students will complete the weekly assignments for two classes each day, with some time reserved for Virtual Classroom Sessions or instructor office hours.

Thursday

Students will complete the weekly assignments for their remaining class, and then focus on assignments not yet completed from their other subjects studied earlier in the week. Students may also log onto any Virtual Classroom Sessions scheduled for that day.

Friday

Finish up on any remaining assignments, sign into every class to check for new announcements, check grades, reply to any emails from the week not yet resolved, and review their week’s progress with their Mentor.

Students turn in assignments through the digital drop-box, access tests and quizzes, and also submit papers. A student’s progress and grades are posted on a secure, private site so that both student and parents/legal guardians are always aware of their current status.

Through their online interactions, students develop and pursue friendships, both during official online sessions, or through password-protected message boards based on student interests. Extracurricular events allow kids and parents/legal guardians to meet and build friendships based on mutual interests. In addition, many students pursue sports, music, and other activities in coordination with local community-based organizations.

Plan for Students who are Academically Low Achieving

Students who are low or non-achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests, and standardized test results. iSVHS will utilize strategies to improve student success such as curriculum modification, parent education, and mentoring.

iSVHS plans to administer a diagnostic assessment in Math, Reading, and English Language Arts for every student who enrolls. iSVHS plans to use other in-house assessment tools to help gauge the academic level of each of the students. The results of such assessments and review of additional data (such as; student portfolios, standardized test results, and direct instructor involvement), will be used to carefully choose courses for the student and provide appropriate placement in differentiated instruction.

Supplemental instruction utilizing selected curriculum shall be provided for those students performing well below their achievement level. Utilizing a diagnostic assessment system, iSVHS will be able to diagnose each student’s ability, enabling iSVHS to direct the student to an appropriate course or lesson. iSVHS plans to utilize

select foundational curriculum described in the course catalog for those students who are struggling academically.

iSVHS will also provide an instructional model that allows for one-on-one instructor-student/student-student engagement, enabling personalized support and guidance from Idaho-certified instructors.

Plan for Gifted and Talented Students

Students who are academically high achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests and standardized test results. Gifted students are able to move quickly through the curriculum while still under the supervision of a highly qualified, credentialed instructor. iSVHS's course catalog will provide the flexibility to include challenge activities for honors students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum. Students will also be able to enroll in advanced courses, such as AP courses and dual credit courses. Dual credit courses are iSVHS courses that have gained prior approval from the University of Phoenix/AXIA College for credit acceptance within their program. These courses will be clearly identified within the iSVHS Course Catalog as they become available. iSVHS anticipates availability of dual credit courses beginning the 2008/2009 school year, and no tuition will be required for these courses.

Plan for English Learners

Due to the underlying interests and historical background of founders of iSucceed Virtual High School, Inc., iSVHS will seek to effectively serve the Latino community that has been long underserved by our educational systems and charter school programs.

iSVHS will meet all applicable legal requirements for English Learners ("EL") as they pertain to admissions, annual notification to parents/legal guardians, student identification, placement, program options, EL and core content instruction, instructor qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. iSVHS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents/legal guardian(s). iSVHS will adhere to all Federal and State laws regarded for the delivery of educational services.

Language Survey

Associated with enrollment, all students who indicate that their home language is other than English will be tested to determine English proficiency.

iSVHS will follow all activities, testing and programs required pursuant to both state and federal regulation, as such may be amended from time to time and will work within the guidelines consistent with the Idaho LEP Program Guidance as updated on August 20, 2007 (and later versions hereinafter enacted).

- Upon a student's registration at iSVHS inquiry will be made as to the primary language spoken in the home. If the answer to this inquiry is any language other than English, a survey (Home Language Survey) will be provided to the family.
- If the results of the Home Language Survey indicate a possible EL issue, the student will take the Idaho ELL Placement Test within thirty (30) days of registration at the school or within fifteen (15) days of entry into the school if enters during the school year.
- If the student's score on the Idaho ELL Placement Test indicates a student's needs for services and the family has not waived services, the student will be placed into the school's program to address the specific needs of the individual student.
- Subsequent to use of the Idaho ELL Placement Test, additional student testing through the use of the Idaho English Language Assessment (IELA) will be utilized to determine students' proficiency in the English language.
- iSVHS will comply with provisions of NCLB which require school districts to test their LEP students with an annual English language proficiency test (IELA) in addition to the ISAT. The IELA will be administered each spring.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument,
- Participation of the pupil's instructors and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

iSVHS will notify all parents of responsibility for testing and of results. As addressed above, these tests shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Instructors will be trained to use best practices in academic instruction techniques to meet the needs of English language learners and will develop ways to utilize those techniques in an online setting.

- iSVHS will seek to employ numerous bi-lingual instructors to work with EL students and in addressing targeted programs and resources for the EL student.
- Professional development activities will be provide to both teachers and administrators regarding research-based programming on how to best serve the school's EL student population.

Educational Learning Plans (ELP) will be developed by iSVHS to address instructional programs, assessment and possible accommodations. Instructional programs may include, but not necessarily be limited to implementation of specific English language classes, classroom accommodations and/or modifications, sheltered English instruction in academic classes by a teacher trained in the SIOP model/SDAIE techniques.

Targeted resources may additionally include the following:

- parent workshops
- student workshops
- curriculum modification
- supplementary resources.

Curriculum Overview

Curriculum selection will be based on sound pedagogical theory and practice; is effective, efficient, and appealing; aligned to state content and national quality standards; and will accommodate multiple learning styles and individual needs.

Content Selection Criteria

Online, high school curriculum is available from many content providers today. iSVHS will evaluate and select from the best available online courses, seeking the best in each specific area of educational discipline. Course evaluation and selection will be based upon the following criteria:

Course Organization and Structure

- The organization and sequence of content is clear and logical.
- Lessons and modules are easy to access and navigate among.
- The course structure is transparent to students.
- The organization of the course facilitates the construction of mental models and schemata.
- Lesson components include objectives, introduction and presentation of concepts, guided practice, application of concept, and assessment of understanding.

- Activities are authentic, challenging, and, where appropriate, interdisciplinary in approach.
- An organizational theme is used to enhance content and student engagement.
- Structure allows for adaptable, customizable pacing within the academic semester.

Graphic Design

- Instructional pages make use of best practices in online layout and design.
- Fonts and themes are used consistently throughout the course.
- Color schemes are applied systematically and conservatively; they enhance learning and are not distracting.
- Images are used liberally to enhance learning.
- Low resolution images are used to ensure that students with low-bandwidth connections can view the images.
- Overall appearance is visually appealing and the message design is clear.

Communication and Interactivity

- Students have frequent opportunities to interact with the content, with other students, and with the instructor through regular two-way communication.
- The communication process is clearly defined within the course.
- Communication tools are reliable and used appropriately.
- Requirements, rules, and expectations for student-student communication are clearly defined and modeled.

Content Quality

- Content is written at an audience-appropriate level.
- Content uses standard language and is free of slang.
- The content has depth and richness.
- Content is accurate and current.
- The tone of the text is unambiguous and engaging.
- Multimedia presentation and interactive simulations are used appropriately to reinforce mastery of concepts.
- Content images and examples reflect the multicultural world of which our students are a part.

Web Resources

- Web resources are redundant and stable.
- Resources are directly related to the content in the course.
- Resources direct students to trustworthy content sources.
- Explanations of the relevance of the resource, what the student is looking for, and how he/she knows when he/she is finished, are provided.
- Resources supplement and enrich the content of the course.

Accessibility

- Courses comply with ADA section 508 accessibility requirements.
- Images have alt tags.
- Text versions of audio and flash presentation are provided.

Assessment and Evaluation

- Assessment opportunities are authentic and mapped to the learning outcomes.
- Opportunities for pre-assessment are provided (as appropriate).
- Self-checks with automated feedback are used frequently to help students and instructors gauge how well a student is “getting it.”
- Multiple approaches to assessment, including objective and subjective quizzes and exams, creative writing assignments, research papers, and group projects, are included in the course.

Pedagogical Approach

iSVHS courses will implement sound instructional theory and practice. Learning objectives, including both mastery of principles and concepts and their application, will be clearly defined for each organizational unit.

Courses will use a blended approach of objectivist content presentation and constructivist application of content. Course content will engage student attention and provide anchors for the construction of new knowledge and schemata.

Content will be presented in instructionally effective, efficient, and appealing ways; students will have the opportunity to demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby making the knowledge and skills gained their own.

Ongoing research into best practices of online course design and implementation will continuously inform the course design, development, review, and revision process.

Course Catalog

An iSVHS course catalog will be developed to include a broad range of courses in each of the following areas:

1. AP Courses
2. Honors Courses
3. Core Courses
4. Foundation Courses
5. Foreign Language Courses
6. Elective Courses
7. Career and Technology Education (CET) Courses
8. Library of Skill-Building and Remediation Modules
9. Community Service Project (required for graduation)

All courses will align to Idaho state standards as applicable.

The course catalog of all current available options through the Insight Program has been appended as Exhibit F. Actual course offerings available at iSVHS will be dependent upon the ability to retain Idaho Certified Highly Qualified Instructors for each available course offering.

Standards Alignment

iSVHS will leverage curriculum from a variety of online content providers with the express purpose of providing the most effective, efficient, and appealing educational experience to its students. The current 130+ courses that make up the Insight affiliated program course catalog present, on average, 75-90 total hours of course work each semester.² This work will be completed in a mix of online and offline activities, including, but not limited to, online content presentations, practice activities, interactive modules, self-checks, quizzes, discussions, worksheets, group projects, web research projects, essays, and exams. Courses in the iSVHS catalog will average 50 graded assignments each semester.

Core content courses are correlated to Idaho content standards using a combination of information provided by vendors and standards correlations created by instructors holding state certifications in the subject they are creating correlations for. These standards correlations show not only which standards are met in the course but also where in the course each standard is met. Standards information is included in the students' iSLP to assist in monitoring each student's progress toward standard mastery and preparation for Idaho standards testing.

Academic Tracks

When a student enrolls in iSVHS, they are provided course selection guidance through six focused educational tracks. Students can mix and match their course selections from the available academic tracks. The academic tracks are flexible enough to prepare students from a variety of backgrounds, but focused enough to fulfill current and future educational objectives.

1. **The AP track** is the most academically intensive track designed for students who have had comprehensive success in prerequisites for the course, and who wish to earn college credit while in high school and to continue on to a competitive college or university.

² The actual number of total course offerings will vary from year to year as program offerings change and dependant upon the school's ability to retain Idaho Certified Highly Qualified instructors for each of the identified potential course offerings.

2. **The Honors track** is designed with the high-achieving, well-prepared college-bound student in mind who is willing to invest the time and effort in core academic coursework and who enjoys working with other students with the same interests, ambitions, and abilities.
3. **The College Prep track** prepares students to enter college or university upon completion of their high school diploma. Students taking College Prep courses should have completed prerequisite courses successfully. Students take additional courses in core academic areas in order to meet college and university admission requirements.
4. **The Career Prep track** provides students who plan to enter a vocation upon graduation from high school with the academic skills they need to succeed in life. Students in this track may have gaps in prior learning, and may have struggled in the subject area previously. Students select from an expanding catalog of career and technical courses that are interesting, engaging, and relevant to their goals. In grade 12, students can earn credits towards graduation through on-the-job training and internship experiences.
5. **The Foundation track** is designed for students who have struggled in prerequisite courses and who need to fill gaps in their academic record. This track takes advantage of the unique benefits of online learning to help students build study skills and knowledge in an individualized, personalized, supportive environment.
6. **The ESL track** provides up to one school year of English as Second Language training. Students must demonstrate English language mastery before being enrolled in traditional coursework.

Graduation Requirements

iSVHS's graduation requirements will, at a minimum, always meet state mandated graduation requirements as outlined in IDAPA 08.02.03. iSVHS acknowledges the increase in the graduation requirements for students entering the ninth grade in the fall of 2009 and will modify the iSVHS graduation requirements for those students to coincide with the rules of the State Board of Education, as such routinely change.

Fulfillment of the Thoroughness Standards [33-1612]

iSVHS will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public school in Idaho is one in which the following standards are met:

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

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

Objectives: iSVHS will:

1. Enable students to select the place and time that they engage in the learning process, including the location and time that best aligns with their life circumstances, providing them the optimal opportunity ability to learn. In doing so, iSVHS students are free from various social or physical safety issues often encountered in a traditional brick and mortar high school.
2. Maintains a strict discipline procedure associated with student behavior for both online and during face-to-face activities.
3. Provide students with a school laptop that is pre-configured and installed with the latest internet filtering technology. Adopt and maintain policies that prohibit the use of vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Policies will also prohibit students from posting content from or links to suggestive, lewd, or otherwise inappropriate websites. iSVHS sponsored bulletin boards, chat sessions, and virtual office sessions will be monitored and all face-to-face field activities will be voluntary and heavily staffed to ensure that iSVHS students are safe while attending school online or during extra-curricular activities.
4. Require all personnel employed at iSVHS to pass a background check and every instructor and administrator will be certified or licensed to work in the State of Idaho to ensure safety and a professional learning environment for iSVHS students.

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: iSVHS will:

1. Train instructors on best practices in online learning including; iSVHS operational procedures, discipline policies and strategies for policy implementation, and the effective use of the Learning Management System.
2. Provide all students and parent(s)/legal guardian(s) with an iSVHS student handbook that clearly outlines expectations and consequences of student conduct within the classroom or during any iSVHS sponsored activity.
3. Provide instructors with a Student Support Team that includes administrators and Mentors, as well as encourage parent/legal guardian participation.
4. Offer instructors the freedom to create their own classroom “culture” while remaining consistent with iSVHS student conduct and discipline policy.

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: iSVHS will:

1. Facilitate opportunities for students to collaborate in formal and informal peer group sessions that create a learning community focused on every student’s success.
2. Emphasize the importance of adults modeling important values at school, both during online and face-to-face activities.
3. Provide students with a rigorous independent study program that will require them to demonstrate a commitment to their own educational success.
4. Require every student that enters the ninth grade in 2009, in order to graduate, to complete a community-based service learning project (Senior Project). By doing so, each student will learn to put their education into practice and the importance and value of community and their role as an influential member of that community.

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

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

Objectives: iSVHS will:

1. Acknowledge that effective communication in the 21st century occurs through both the spoken and written word, as well as through new technologies such as those utilized in an online learning environment. Students will learn effective communication skills through a rigorous curriculum that tests their abilities through frequent formal testing. New technology skills will be taught by iSVHS instructors through example and practiced through formal course activities as well as through informal peer-to-peer dialog.
2. Provide frequent training to instructors on best practices in online learning such that they can utilize these new skills to communicate with school staff, as well as demonstrate and teach these practices to their students.
3. Encourage all students to participate in online forums to communicate, in writing, with staff and classmates.
4. Require regular contact with Instructors and Mentors using telephone, email, IM and virtual classroom sessions conversations, ensuring that students understand and have the chance to practice and perfect communication with authority figures.
5. Provide instruction in foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

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

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in basics such as reading, writing, mathematics, science, and social studies.

Objectives: iSVHS will:

1. Select curriculum based on sound pedagogical theory and practice, aligned to state content and national quality standards, and that will accommodate multiple learning styles and individual needs.
2. Provide an independent study program that enables students to study at their own pace within a supportive, structured environment. This approach will enable students to move through course materials as quickly or slowly as they require, allowing them to truly master the material prior to moving on.
3. Facilitate a wide range of student interests and explorations through the provision of “curriculum tracks” for college, career or vocational bound students.
4. Allow students the opportunity to demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby personalizing the knowledge and skills learned.

Standard F: The skills necessary for students to enter the work force are taught.

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

Objectives: iSVHS will:

1. Teach students the core academic requirements aligned to state and national content and quality standards.
2. Expand beyond core academic requirements to provide a dynamic online curriculum that is based upon the best practices of online learning combined with 21st century skills key to succeeding in today’s workforce.
3. Train students in technological techniques including internet, computer software, and technologically based communication techniques relevant in today’s work environment.
4. Integrate self-discipline and motivation into every aspect of the student’s work, while supplying students with the support and infrastructure to succeed.

Standard G: The students are introduced to current technology.

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

Objectives: iSVHS will:

1. License and incorporate the best-of-breed technology to facilitate the delivery of exciting, engaging and rigorous online curriculum.
2. Train instructors on the application of technology toward online education such that they can instruct students not only on the courses being taught, but also in the technology used to interact with the content, as well as to communicate with other students and school staff.
3. Supply every full-time student with a computer and printer along with a stipend for an internet connection, thus equalizing the playing field for all students enrolled at iSVHS.
4. Provide students and their families with an online orientation that will enable them to become familiar with all aspects of the online learning environment and provide 24-hour technical support to iSVHS students.
5. Integrate technology into the everyday school environment. By using technology every day to communicate, complete homework and accomplish other school related tasks; students will practice using technology in a working and relevant environment every day.

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

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: iSVHS will:

1. Enable iSVHS students to pursue their goal of obtaining their high school diploma while responding to their specific life circumstances that make attending a traditional school impractical or impossible.
2. Recognize that it is the responsibility of a school to provide opportunities beyond academics to explore their skills and passions. iSVHS will assist students to create and operate school clubs that are specific areas of interest to the student body, and directly applicable to post high school careers. These may be related to academics, but can also focus on non-academic activities. These clubs will enable peer-to-peer, student-to-staff and student-to-community interaction, allowing students to further explore their life interests and practice their skills.
3. Require every student that enters the ninth grade in 2009, in order to graduate, to participate in a community-based service learning project (Senior Project). This requirement is intended to help students understand the importance of their community and what it means to be stewards and participants in that community.
4. Use an independent study program to train student to develop life skills such as self-discipline, motivation, time management, direct and indirect collaboration, honesty and integrity.

Learning Community

iSVHS students can make connections with iSVHS staff, students and other families –both face-to-face and through virtual means. iSVHS provides a vibrant learning community that enriches the high school experience of iSVHS students. While some students are self-sufficient and desire little support, others may seek more structure, guidance, encouragement and collaboration.

iSVHS students can join student clubs and organizations such as becoming a member of the school newspaper, science club, photography or video game club or perhaps run for student government. Students can even start their own club by engaging other students online to discuss specific areas of interest. Students use a school sponsored and staff monitored bulletin board to engage in conversations ranging from academic to general interest topics. The same virtual classroom technology that is utilized by iSVHS for Instructor Office hours, doubles as a platform that for club members to come together and engaged in real-time club meetings or activities.

iSVHS, through the effort of our Community Coordinators, will also organize face-to-face activities such as an occasional dance, field trips or social gathering for students and families. Graduation ceremonies will be held on a statewide or regional level, enabling students and families to meet and participate together.

b. An “educated person” in the twenty-first century, and how learning best occurs. See Section 33-5205(3)(a), Idaho Code.

A recent national survey of human resource officials found that:

- Almost 70% believe that high school graduates fall short in critical thinking skills
- 81% believe high school graduates are deficient in written communications
- Almost a third said they will reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

According to a 2004 RAND report, *The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States*, the marketplace will require knowledgeable workers in every industry – from nanoscientists to package deliverers – “requiring high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information. Valued skills include such non-routine analytic skills as abstract reasoning, problem solving, communication, and collaboration.”

All of these findings indicate that the traditional methods of education may fall short of what is needed to produce high school graduates are prepared to participate and be productive in the global economy of the 21st century. iSVHS believes that through the incorporation of online learning “best practices” combined with

rigorous curriculum and community activities, we can help our students to reach their potential and be prepared to enter into the 21st century workforce. Graduates of iSVHS will:

- Have been exposed to and gained proficiency in the Idaho educational state standards
- Be able to gather, manage and communicate information effectively
- Have high-level thinking, problem-solving and interpersonal skills
- Be self-directed and self-motivated
- Have mastery of the effective use of digital technologies and communication tools

An education in the 21st century integrates core academics within a technology rich environment, driven by self-discipline and motivation. iSVHS will utilize the Online Learning Best Practices identified in Exhibit G to enhance iSVHS student's ability to obtain 21st century learning skills.

c. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. See Section 33-5205(3)(q), Idaho Code.

iSVHS is committed to serving all children in Idaho, including those with disabilities. iSVHS believes that every student is entitled to a Free and Appropriate Public Education and will tailor the educational program at iSVHS to meet the individual needs of each student. Individualized services may include individual or small group instruction, curricular or instructional modifications, transition services, assistive technology devices, or other specialized services. In addition, some special education students may require related services such as physical, occupational or speech therapy, and/or special transportation. iSVHS is prepared to accommodate all students attending the school either directly or through contracted services with 3rd parties.

Enrolling Students with Special Needs

The mission of iSVHS is to serve students whose needs are not well met for a variety of reasons in traditional classroom settings. In addition to the services and programs required by state and federal law, iSVHS provides enrollment counseling to all students who have been in the past or who currently are on an Individualized Education Plan pursuant to IDEA or Section 504 Plan. The enrollment counseling process is led by Special Needs Enrollment Counselors who hold current state certification in special education. The enrollment counseling process has two intended outcomes: first, it is an educative process for students and families; it helps them become familiar with the requirements and unique challenges that online learning could pose given the student's need. Second, it allows the school to better understand the student's needs and make adequate provision for servicing those needs.

The Special Needs Enrollment Counseling Process begins with the self-identification by the student and/or family that the student has need of special services. After the school has obtained permission from the parent/legal guardian, or from the student, if the student is emancipated or attained the age of majority, the student's special education records are requested from the resident district. These records are received via electronic fax and stored online in a password protected environment. In accordance with FERPA and IDEA requirements, only those who have legitimate educational reasons for viewing the records can obtain access to them. Once the records have been received, the Special Needs Enrollment Counselor reviews the records and contacts the student and parent/legal guardian for an initial consultation about the student's needs and to assure that the incoming student's special services records are in compliance with federal and state guidelines.

Student Services

iSVHS offers several types of academic support for students on IEP's. iSVHS offers three levels of most core academic classes. Students with special needs who are admitted to the school will be placed in the level of each core course that best corresponds to their current needs and abilities as well as to their target performance goals. Course placement decisions are made jointly by the Special Needs Enrollment Counselor and the School guidance counselor, in conjunction with the IEP team and goals. iSVHS will develop program adaptations or contract for services to address the needs of severely disabled students whose IEP's require full-time, one-on-one, or professional support.

In addition to instructional work with Special Education teachers, students' progress will be monitored regularly by a Special Needs Mentor. The Mentor will informally communicate progress to the student and family weekly by phone and will coordinate with the rest of the Student Support Team to ensure that students' academic

needs are accommodated in the online classroom. A formal, written progress report will be issued with the student's quarter and semester course grades.

Identifying and Evaluating Students with Special Needs

Parents or school administrators or staff may recommend that a currently-enrolled student be screened for special education services at any time during the school year, and will use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Recommendations may be based on evidence including, but not limited to, student's cumulative academic records, enrollment records, health records, and report cards and must be made in writing to the school Principal. Once the parent(s)/legal guardian(s) permission to evaluate the student is obtained, the school will either perform the initial evaluation directly or contract with a 3rd party to perform an initial evaluation of the student's academic achievement level and/or needs. The evaluation process is designed to assess at minimum the educational and learning needs of the individual student. Parents/legal guardians also have the right to obtain an independent evaluation.

Once an evaluation has been completed, students who are identified as having special needs will go through the Special Needs Enrollment Counseling process to ensure that students and families are aware of the services available and the unique opportunities and/or challenges of online learning. Should a special needs child and family decide to enroll in iSVHS, the Special Needs Team will create IEP or 504 Plan documentation as appropriate based on the evaluation findings and recommendations. Once the documentation has received all necessary signatures, the student is assigned a Special Needs Mentor. From that point, the Special Needs Team will adhere to state and federal law for timelines and procedures for reporting and evaluation.

Any staff hired by iSVHS to assist special needs students must meet the minimum requirements of IDEA for qualified staff.

Least Restrictive Environment (LRE)

In the event that the IEP team determines that the student's academic needs cannot be met by the program offered by iSVHS, the IEP team of iSVHS will determine the least restrictive environment with PL 94-142. A continuum of placement options will be available for all students with disabilities, including those attending iSVHS. This continuum may include supplementary aids and services in conjunction with regular class placement, and may include iSVHS contracting with a school district or private provider.

Section 504 /ADA

iSVHS shall be solely responsible for its compliance with Section 504 and the ADA. Any facilities of iSVHS shall be accessible for all students with disabilities in accordance with the ADA.

Further, iSVHS will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. iSVHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of iSVHS. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by iSVHS.

Confidentiality

iSVHS will maintain the confidentiality of personally identifiable information regarding children with disabilities.

Record Keeping

iSVHS will follow IDEA and FERPA guidelines for protecting and keeping confidential information relating to all students, including the special needs of students.

d. The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. See Section 33-5205(3)(r), Idaho Code.

In accordance with 33-203, local school districts and parents retain the decision-making capacity regarding dual enrollment. Requests for dual enrollment for courses not provided by iSVHS, will be honored by iSVHS with

the understanding that shared state apportionment funding may be collected from the resident district, per State Board of Education rules, and Charter Board Policy by the dually attended district.

Dual enrollment will include the option of enrollment in a post-secondary institution and credits earned from an accredited post-secondary institution shall be credited toward State Board of Education high school graduation requirements.

If an iSVHS student wishes to participate in nonacademic public school activities, iSVHS will confirm that the student has demonstrated grade-level academic proficiency via recognized achievement tests, portfolios, or other mechanisms. iSVHS recognizes that any iSVHS student wishing to participate in non-academic public school activities must reside within the attendance boundaries of the school for which the student participates. iSVHS will work with resident school districts, students and families in an attempt to allow student participation in extra-curricular activities of the resident school district to the extent possible.

Tab 4: Assessment of Student Educational Progress

a. The measurable student educational standards the public charter school will use. See Section 33-5205(3)(b), Idaho Code.

iSVHS intends to create a school that motivates and assists all students in meeting or exceeding proficiency on state academic standards. iSVHS ensures alignment of the curriculum with Idaho Content Standards in order to ensure success for all students in meeting the requirements of state-required standardized tests. These standards will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

Measurable Student Outcome
<p>Student Performance On State Proficiency Test</p> <ul style="list-style-type: none"> After three years of continuous enrollment at iSVHS, 70% of iSVHS students will demonstrate proficiency on the ISAT in the Reading and Math Components.
<p>Academic Progress</p> <ul style="list-style-type: none"> iSVHS students' average semester course completion rate will demonstrate a year over year increase until stabilizing at 80% or higher.
<p>Retention Rate</p> <ul style="list-style-type: none"> Within two years of the school's commencement, iSVHS will maintain a retention rate of 65% or higher.
<p>Graduation Rate</p> <ul style="list-style-type: none"> iSVHS will realize a year over year increase in the graduation rate percentage of all continuously enrolled eligible seniors until stabilizing at 85% or higher.
<p>Parent Satisfaction</p> <ul style="list-style-type: none"> Of the iSVHS parents responding to an annual parent survey, on a 1-5 scale, iSVHS will maintain a score of 3.75 (1=Unsatisfied 3=Neutral 5=Satisfied).
<p>Professional Development</p> <ul style="list-style-type: none"> Each year 100% of iSVHS teachers will participate in a minimum of three school-sponsored professional development activities.

These and other similar curriculum specific educational objectives, combined with Individual Student Learning Plans will enable iSVHS to measure, not only individual student success, but also overall program effectiveness. Exhibit E – Sample iSLP demonstrates the detailed level at which iSVHS students are measured on a course by course basis.

b. The method by which student progress in meeting the identified student educational standards is to be measured. See Section 33-5205(3)(c), Idaho Code.

Mastery of Course Content

Students will demonstrate mastery of state standards through their ongoing attainment of their Individual Student Learning Plans, which utilize iSVHS's course level Idaho state alignment and assessments. Portfolios and exhibits will be assessed according to school-wide rubrics, with input from iSVHS instructors across all

content areas and outside community members. "Mastery" for special needs and LEP students will be defined appropriately according to the student's Individualized Education Plans ("IEP") and English proficiency levels.

iSVHS gives high priority to multiple, varied, and frequent opportunities for students to demonstrate mastery of course content and as a best practice to strengthen student learning. iSVHS courses average approximately 50 graded assignments per semester course; these assignments include practice assignments, quizzes, journals, class discussions, worksheets, group projects, web research projects, essays, research papers, and exams.

Finally, all iSVHS students will be required to achieve a proficient or advanced score on the ISAT in order to graduate with a high school diploma. The ISAT or other state mandated test as may be required from time-to-time will also be utilized to demonstrate mastery of course content.

Traditional Academic Courses

Courses licensed and/or developed by iSVHS allow students multiple opportunities to demonstrate mastery of traditional academic course content. Because our students are unique individuals with unique learning styles and strengths, we also allow students to demonstrate their learning in multiple formats. These formats include self-checks, quizzes, and exams which utilize a combination of objective (multiple choice, true/false, matching, and fill-in-the-blank) and subjective (short answer and essay) questions. Students may also be assessed through research or creative writing papers, written assignments including reviews and essays, case studies, simulations, group projects, and portfolio pieces. The focus of traditional academic assessment is on authentic assessment types that demonstrate mastery of content standards and is appropriately weighted to take into account common student characteristics such as test-taking anxiety and learning difficulties.

Physical Education

Students demonstrate mastery of concepts, principles, and rules related to health and physical education through activities, online quizzes and self-checks. Students apply learned concepts and principles as individuals or by participating in organized group sports; they report their progress through journals and other documentation as appropriate. These progress reports are evaluated by iSVHS instructors. iSVHS provides the necessary equipment needed to complete certain individual activities, including monitors, pedometers, and resistance bands.

Literacy, Numeracy, and Core Skills

iSVHS will meet or exceed standards and benchmarks currently outlined in IDAPA 08.02.03.107 or as modified from time-to-time by the Idaho Board of Education for each particular year.

- Norm-Referenced Exams: Students will participate in the norm-referenced exams as prescribed by Idaho Department of Education standards. Performance on these exams will be used to help instructors identify and prescribe customized remediation, where necessary.
- Performance-Based Exams: Will be used to track student performance relative to state standards. These exams provide an analytical approach to student performance and will be used as key criteria to adjust instructional strategies for all students, but especially for high- and low- achieving students.
- Performance Rubric: Literacy, numeracy, and other core skills affect student performance across the curriculum. Therefore, a set of standard rubrics will be used to ensure that students demonstrate mastery of these core skills as they complete assignments and exams required for course completion.
- Criterion-Based Testing: Will show progress in a specific subject and are often included as part of a curriculum package. iSVHS will use packaged pre- and post-course assessments to track student progress on the core content of the curriculum, where possible.

Portfolio Projects

It shall be the discretion of the school to use or to choose not to use Portfolio Projects as an additional component of the educational program at iSVHS.

Portfolios will, however, be a consideration for a student's Senior Project requirement for graduation.

Community-Based Service Project

Students entering the ninth grade in 2008 will demonstrate their skills, knowledge, and awareness of their place in the local community by performing a community-based service project during their senior year that includes the following: a presentation and a research paper. iSVHS staff will facilitate students from the

design and implementation phase to the completion of the community-based service project. The iSVHS community-based service project will meet the Idaho Administrative Procedures Act 08.02.03.107.10 Senior Project graduation requirements.

Data Collection

iSVHS will leverage technology to collect and manage student data efficiently, accurately, and securely. iSVHS will utilize a Student Information System (“SIS”) that integrates with the Learning Management System (“LMS”) in order to collect essential data about student demographics and performance and to enable iSVHS to provide accurate information in a timely manner and in compliance with FERPA and other student privacy requirements.

iSVHS will collect mandated student data as part of the enrollment process and report enrollment statistics to the state in compliance with legislation.

iSVHS will be held by the results it generates as measured by student performance and overall family satisfaction. Results obtained from the Measure Student Outcome listed above, as well as NCLB can be used to quantify student performance at iSVHS.

Report of Individual Student Progress

Regular meetings will be scheduled between the student, parent/legal guardian, and Mentor to report student progress and to provide assignments for the next learning period. Parents/legal guardians and students will be routinely informed of student progress through scheduled meetings. Parents/legal guardians are also provided “observer access” to iSVHS’s Learning Management System so that they can review their student’s performance at any given time.

Planned Student Progress Reports

Parents and legal guardians are considered valuable members of the Student Support Team supporting each student and as such are apprised of student progress and/or problems on a regular basis. Each student’s parent or legal guardian will receive at minimum a monthly grade update for each course. If the student’s progress or performance in any class is unsatisfactory, the Student Support Team leader and/or Mentor will contact the parent/legal guardian on record to notify him/her of the problem and, where possible, to enlist support in the implementation of the interventions recommended by the Student Support Team.

Informal progress reports will be provided by the Mentor within three school days of written or verbal request by parent(s)/legal guardian(s). Mentors will also be prepared to provide an informal overview of student progress to parent(s)/legal guardian(s) during the regular checkup calls to students conducted by the Mentor.

Written reports will be mailed to students and parent(s)/legal guardians within 20 school days of receipt of results by iSVHS. Parents/legal guardians will also be provided an Observer Role within the Learning Management System so that they can monitor their child’s progress on their own timetable and at any time.

Diagnostic Student Tests

In addition to the methods of measuring and reporting of student performance described above, iSHVS intends to implement *placement assessment testing* as well as *progress assessment testing* in order to realize the goal of being an assessment-centered program. The iSVHS learning model dictates that we will incorporate four overlapping, pedagogical “lenses” (Anderson 2004 and Bransford 1999) in order to impact student outcomes. These lenses are:

- Learning-centered
- Knowledge-centered
- Assessment-centered, and
- Community-centered

Placement Assessment Testing

Placement assessment testing is a series of tests in Math, Science, Reading and Language Arts (Writing) that will be required by all new students and that will facilitate the appropriate placement of students into courses. Students may complete all subject area placement tests prior to starting the first semester with iSVHS or may take only the placement assessment tests for subjects areas that they are enrolled in during the first semester.

Progress Assessment Testing

Progress assessment testing is a tool to allow subject area instructors to deliver assessment tests at the beginning, throughout and at the end of the course. These tests will allow iSVHS to monitor student growth over time in a subject area. This testing will be used in conjunction with the course content specific assessments.

c. A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. See Section 33-5205(3)(d), Idaho Code.

As a public school, iSVHS will be held to the same student performance standards as other public high schools throughout the State of Idaho. As a component of enrollment, iSVHS will inform students and their parent(s)/legal guardian(s) of the requirement to participate in Idaho state standards testing. iSVHS will participate in all components of the Idaho State Assessment program applicable to students enrolled in grades 9 – 12.

iSVHS will assemble a team of Idaho licensed and/or certified staff (Proctors) to administer state exams throughout the State of Idaho, ensuring all iSVHS students has the opportunity to participate in these assessment exams. Proctors for the state exams will be selected and trained in accordance with regulations as established by the State Board of Education or any other applicable governing authority. Locations of regional testing facilities will be determined annually based upon iSVHS student demographics. The results of these tests will be used to measure the performance of iSVHS students against their peers in the State of Idaho.

d. A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. See Section 33-5205(3)(e), Idaho Code, and IDAPA 08.02.02, “Rules Governing Uniformity,” Section 140.

Upon approval of this charter application, iSVHS plans to request affiliation with the Northwest Association of Schools (NAAS). iSVHS will follow the documented membership procedure for Idaho schools as described at <http://www.sde.state.id.us/accreditation/docs/MembershipProcedures.pdf>.

iSVHS will obtain accreditation in accordance with Idaho Code 33-119. Idaho Administrative Procedures Act (IDAPA) 08.02.02.140, Accreditation, which defines the State Board of Education’s accreditation requirements, will be utilized. This would include developing the following:

1. A LEA/Charter School Strategic Plan,
2. A Continuous School Improvement Plan,
3. An aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement
4. A plan to meet state approved accreditation standards
5. Submitting reports as requested, and
6. Meeting the Elements of Thoroughness.

Insight currently operates an affiliate school, Insight School of Washington, and has received Provisional Accreditation from NAAS for that school. Through the same or similar school program and model iSVHS anticipates no difficulties in obtaining and retaining NAAS accreditation.

e. A provision describing the school’s plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)

The federal *No Child Left Behind (NCLB) Act of 2001* requires state education agencies to have a single accountability system and to hold schools and districts accountable for the academic achievement of its students. All schools, districts, and the state are accountable for meeting adequate yearly progress (AYP) each year. The federal law contains mandatory sanctions for districts repeatedly not meeting AYP.

If iSVHS was to be placed on “Improvement Status”, iSVHS will abide by NCLB policy that states that it must advise parents/legal guardians of students immediately. In addition, iSVHS will assist those students and families requesting transfer to another school and district if requested.

A Corrective Action Plan (Plan) will be instituted by the Board of Directors of iSucceed Virtual High School, Inc., the governing body of iSVHS, within 90 days of being placed in Improvement Status. The Plan will be developed, governed and lead by a Board of Directors sub-committee including; a member of the Board of Directors, staff of iSVHS, parent(s)/legal guardian(s) of students of iSVHS, representative of the State Board of Education or Public Charter School Commission (if possible), and a representative of the community. The specifics of the Plan will depend on the specific causes and reasons for iSVHS being placed on Improvement Status.

Once notified of being placed on Improvement Status, the Board of Directors will call an emergency meeting of the Board to form the sub-committee, as well as authorize iSVHS administrative staff to initiate communication to all parent(s)/legal guardian(s) of iSVHS students. The subcommittee will review the specifics of the school performance issues, conduct external interviews, and produce a recommendation including the Plan for the Board of Directors within 90 days. The Plan may include recommendations such as; curriculum replacement and instructional model modifications, student assessment and tutoring services, replacement of iSVHS staff (leadership, administration or instructional personnel), and/or modifications of school policy and governance procedures. The Plan will include corrective actions, as well as measurement metrics that will enable the Board of Director to quickly and accurately measure the effectiveness of the corrective actions and adjust as may be required to ensure the Plan is successful. The Plan will also include methods for communicating progress toward improvement to families of students enrolled at iSVHS, as well as the State Board of Education of Idaho and the Public Charter School Commission.

Tab 5: Governance

a. A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. See Section 33- 5205(3)(f), Idaho Code. (consider including organizing group, board of directors, and duties)

iSVHS shall be operated by iSucceed Virtual High School, Inc., an Idaho non-profit public benefit corporation. iSucceed Virtual High School, Inc.'s Amended Articles of Incorporation (Exhibit A) are filed with the Idaho Secretary of State. iSucceed Virtual High School, Inc. shall be governed pursuant to its Amended Corporate Bylaws (Exhibit B), which shall be maintained to be consistent with this charter. The Board of Directors for iSucceed Virtual High School will also adopt and comply with a comprehensive conflict of interest policy. All iSVHS accounts will be maintained separately from any other accounts. Internal auditing and annual state mandated auditing practices will be followed.

Board of Directors

iSVHS will be governed by the Board of Directors of iSVHS, whose major roles and responsibilities will include, but not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting corporate requirements and selecting and evaluating key executive staff and employment of teaching personnel.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVHS. Initial Board members shall serve terms as described in the Amended Corporate Bylaws. The Board shall be a minimum of three members and a maximum of seven members.

Duties

The Board of Directors will be legally accountable for the operations of iSVHS. The primary method for executing their responsibility is the oversight of school operations, the adoption of policies that offer guidance and interpretation of the charter, and procedures to assist the staff in facilitating the implementation of such policies.

The Board of Directors will hold regular Board meetings at least once quarterly and will hold additional Special Meetings as needed, and will be responsible for carrying out School Board responsibilities including, but not limited to, the following:

1. Development, review, or revision of the school accountability and mission. (Upon Public Charter School Commission or designee approval)
2. Development of the school calendar and schedule of Board meeting.
3. Development of Board policies and procedures.
4. Approve of the annual budget and quarterly financial reports.
5. Participation in the dispute resolution procedure and complaint procedures when necessary.
6. Election of the Board and Officers as necessary.
7. Approval of charter amendments. (upon Public Charter School Commission or designee approval)
8. Approval of annual fiscal and performance audits.
9. Approval of personnel discipline (i.e., suspensions or dismissals) as needed.
10. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
11. Hiring, supervision, evaluation and if necessary, discipline and dismissal of iSVHS employees employed by iSucceed Virtual High School, Inc.
12. Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.
13. Approve all contracts.
14. Hiring/employing teaching personnel.

The Board of Directors may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The iSucceed Virtual High School, Inc. Board of Directors shall adopt a conflicts code which shall comply with the Political Reform Act and Corporations Code/ Ethics in Government Codes conflicts of interest rules, and any charter school specific conflicts of interest regulations.

As permitted and to the extent permitted by law, the iSucceed Virtual High School Inc. Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of iSVHS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, approval of contracts as established by the Board and the adoption of Board policies. The Board of Directors however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity/individual designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board of Directors members.

Relationship between Board of Directors and School Administration

The Executive Director (“ED”) will be the leader of the school. The ED will ensure that the mission, goals and objectives of iSVHS are achieved through the orderly operation of the school, the supervision of all employees in the school, and consistent and timely community outreach.

The ED is assigned to perform specific tasks and is required to undertake or delegate some or all of those detailed below. These tasks may include but are not limited to the following:

- Ensure the school enacts its mission
- Supervise and evaluate the school Principal and Operations Manager
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the school
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents/legal guardians, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the State
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records in cooperation with iSVHS employed financial personnel
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, instructor records, instructor credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute instructors as needed
- Ensure the security of any school facilities or events
- Promote and publish the iSVHS program in the community and promote positive public relations and interact effectively with media
- Provide all necessary financial reports as required for proper reporting
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the school or other employee, or to a third party provider.

b. The process to be followed by the public charter school to ensure parental involvement. See Section 33-5205(3)(f), Idaho Code.

iSVHS will be held accountable by the results it generates as measured by student performance and overall family satisfaction. Our ability to satisfy the needs of students and parents/legal guardians will result in student retention year-over year, as well as increased new enrollment. iSVHS will put the following initiatives and programs in place to hold iSVHS accountable and to keep the lines of communication open with the parents/legal guardians of the students we serve.

Report of Individual Student Progress

Regular meetings will be scheduled between the student, parent/legal guardian, and Mentor to report student progress and to provide assignments for the next learning period. Parents/legal guardians and students will be routinely informed of student progress through scheduled meetings. Parents/legal guardians are also provided “observer access” to iSVHS’s Learning Management System so that they can review their student’s performance at any given time.

Parent Orientation

Students and their families will be provided with an opportunity for a face-to-face orientation, as well as an online orientation that will enable them to become familiar with all aspects of the iSVHS online learning environment.

Parent Advisory Counsel

The iSVHS Parent Advisory Council is a school-facilitated informal group of parents/legal guardians of the school that meet virtually and/or face-to-face from time to time to; give input on how iSVHS can be improved for all students, serve as a resource for new families considering enrolling in iSVHS, and a forum for reaction to future school plans.

Family Satisfaction Surveys

Student and parent satisfaction surveys are anonymous surveys that can be completed online. The surveys are administered upon completion of the enrollment, registration, and orientation processes. A summative satisfaction survey targeting course content and student support is administered upon completion of each semester of course work. A program satisfaction survey is conducted at the end of the student’s course of study.

The results of the satisfaction surveys are aggregated by contracted program evaluators and distributed within 30 days of the final submission date for each survey to the Executive Director, School Principal, Operations Manager, and to the central office. These results are used as part of iSVHS self-study and evaluation processes for continual improvement.

c. The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. See Section 33-5205(3)(k), Idaho Code.

Independent Fiscal Audit

The books and records of iSVHS will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within Idaho State Statutes governing audits of charter schools.

iSVHS’s Board of Directors will form an audit committee each fiscal year to oversee selection of an independent auditor, who has experience with public school audits, and the completion of an annual audit of the School’s financial affairs. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment, accounting practices and review the schools internal controls.

iSVHS will comply with the schedule established by the Public Charter School Commission for completion of the annual audit such that it can be delivered in a timely fashion to the Idaho Department of Education. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the iSVHS Board of Directors with recommendations on how to resolve them. The Board of Directors will

submit a report to the Public Charter School Commission or the State Board of Education describing how the exceptions and deficiencies have been or will be resolved to their satisfaction along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced above.

Audit of Programmatic Operations

iSVHS will compile and provide to the State Board of Education and the Public Charter School Commission an annual performance report. This report may include the following data:

- Summary data showing student and school progress toward the goals and outcomes discussed above.
- A summary of major decisions and policies established by the iSVHS during the year.
- Data on the level of parent involvement in iSVHS governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at iSVHS and their qualifications, proof of required credentialing, background clearance, and tuberculosis clearance.
- A copy of iSVHS health and safety policies.
- Information demonstrating whether iSVHS implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of iSVHS admissions practices during the year.
- Analyses of the effectiveness of iSVHS internal and external dispute mechanisms.
- Other information regarding the educational program and the administrative, legal and governance operations of iSVHS relative to compliance with the terms of the charter generally.

iSVHS agrees that the Public Charter School Commission may expand upon the above list, and iSVHS reserves the right to utilize outside parties in the development of a programmatic audit and the resulting report. iSVHS will use the information compiled in the performance report to evaluate and improve upon its programs as necessary.

Dispute Resolution

The Public Charter School Commission and the Board of Directors of iSucceed Virtual High School, Inc., will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

Tab 6: Employees of the Charter School

a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, and required by Section 33-130, Idaho Code and that all instructional staff shall be certified teachers, as required by the Board. See Section 33-5205(3)(g), Idaho Code.

Employee Qualifications

iSVHS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. iSVHS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. iSVHS employees will meet or exceed qualifications required by Idaho State law, and will be required to comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct.

iSVHS job postings and the hiring process will be free of discriminatory practices on the basis of race, ethnicity, religion, gender, sexual orientation, national origin, disability, or veteran status.

Background Checks

In accordance with iSVHS health and safety policies all employees shall be fingerprinted, and undergo and clear background checks prior to commencing employment with iSVHS. Corresponding documentation associated with employee fingerprinting and background checks will be provided to the State Department of Education and/or the Public Charter School Commission thirty days prior to the first day of school.

Instructor Certification

A copy of the certificates for all iSVHS instructors and administration staff (as required) will be kept and maintained on file at the iSVHS administration office and will be provided to the State Board of Education or the Public Charter School Commission in accordance with IDAPA 08.03.01.301.16.

Targeted Staff Size

iSVHS staffing will be dependent upon student enrollment and will fluctuate from year to year dependent upon student enrollment, however, it is iSVHS will strive to maintain a student to instructor ratio that does not exceed 32:1, and a student to mentor ratio of 75:1. Based upon these target ratios, and a projected first year enrollment of 200 students, iSVHS is projecting total staffing requirements as shown below.

	<u>Year 1</u>
Executive Director	1
Principal	1
Assistant Principal	0
Operations Manager	1
Instructors	6-7
Mentors	3
Instructional Aides/Counselors	2
Clerical and Support	2

Executive Director

The Executive Director ("ED") will be the leader of the Insight Administrative Team and will report directly to Insight as well as the iSucceed Board. . The ED will ensure that the mission, goals and objectives of iSVHS are achieved through the orderly operation of the school, the supervision of all employees in the school, and consistent and timely community outreach. The Executive Director for iSVHS will be the primary person responsible for the performance – academic, satisfaction, service and financial – of the school. As a school of choice, service quality and responsiveness is critical to student success and success of the school.

The ED will be assigned to perform specific tasks as outlined in a written job description. These duties may be delegated to various personnel or contracted to other individuals/entities as approved by the Board of Directors.

The ideal candidate for Executive Director of iSVHS will be an individual that has been a general manager of a business unit for a national organization, where that business unit interacted significantly with the education

community, public and/or the government. The candidate will have a high level of energy and passion for our mission and value education, as well as the ability to solve problems creatively, work professionally, and manage with the highest level of service. The ideal candidate will be creative, mission-driven, have developed communication and listening skills, embrace accountability, seek to constantly raise the bar, tech-friendly, and a team player.

Principal Description

The Principal of iSVHS is the educational leader of the school and the primary person responsible for the academic success of students. As a school of choice, academic success, in addition to satisfaction, is critical to the success of the school. The Principal will report to the Executive Director of the school. The Principal will have designated performance tasks as outlined in a written job description.

Operational Manager Description

The Operations Manager for iSVHS is the primary person responsible for the operations and service level of the school and will be responsible for building iSVHS into a world-class service operation. As a school of choice, service quality and responsiveness are critical to student success and the success of the school. The Operational Manager will report to the school's Executive Director. The Operational Manager will have designated performance tasks as outlined in a written job description.

Instructor Profile

Online learning requires a new breed of instructor. While many face-to-face instructors have successfully made the transition to the online classroom, others have found that online teaching is not a good fit for them. Candidates for online instructor positions are to take an online orientation course and self-assessment to become familiar at a detailed level with the expectations and roles of an online instructor. This orientation program helps prospective online instructors identify well in advance whether online teaching is a viable teaching environment for them. Successful candidates are thoroughly trained before assuming responsibilities in the online classroom (see "Instructor Training" below).

Instructional personnel will have and maintain the necessary credentials as required by the State of Idaho. The position of Instructor will have designated performance tasks as outlined in a written job description.

Instructor Recruitment and Hiring

Personalizing education is our mission. iSVHS is committed to recruiting and hiring the best state certified highly qualified instructors to meet the individual needs of iSVHS students. Instructors are hired based on demonstrated competency in the subject matter, their ability to effectively teach high school age students, and their understanding of and ability to implement effective online pedagogy.

The following process is commonly used during the recruitment and hiring process.

- Teaching needs are identified by the Executive Director and Principal.
- Positions are posted at various educational recruitment sites that are state specific and may include local colleges, universities and education websites.
- Positions are then posted to an Applicant Tracking System (ATS).

When an instructor applies for an open position they are directed to the ATS where the following screening process ensues:

- Instructors first submit online letters of interest, certifications and resume through the ATS. The ATS utilized by iSVHS include methods for evaluating an instructor's ability to teach in an on-line environment.
- iSVHS will administer an online screening survey to assess specific areas of teaching talent.
- Those instructors who score well during the survey will be required to participate in an on-line questionnaire to determine writing skill and proficiency.
- Phone interviews utilizing subject matter experts will then be conducted with applicants.
- Applicants are selected from based upon available positions and the results of the phone interviews.

Instructor Evaluations

The performance of all new instructors will be reviewed through performance evaluations as provided for in the Idaho code. At a minimum, all instructor evaluations will be performed in accordance with the provisions of the Idaho Code and Idaho Administrative Procedures Act.

If an instructor's performance is considered unsatisfactory and, after appropriate support is given for remediation, the instructor's performance does not improve within the allotted timeframe, the instructor's contract will be terminated, in accordance with the process and procedures, including due process rights, outlined for applicable instructional personnel as contained in the Idaho Code.

All evaluations include a written self-evaluation, a written evaluation by the Principal, and a discussion between the instructor and the Principal. Written evaluations and recommendations for improvement will be made available to the instructor after the discussion. All documentation relevant to the evaluation of the employee will be maintained in the employee's personnel file.

Instructor Training

iSVHS instructors will be highly qualified and highly trained to perform in their new role as an online instructor. Most online instructors are emigrants in a land of "digital natives"; from the first day of class, they must convey a sense of comfort with and deep knowledge of not only the content, but also the technology used to deliver the content, organizational goals, their responsibilities within the organization, and how best to provide support for online students.

To this end, initial training and periodic updates are provided to iSVHS online instructors. Examples of training session may include:

Best practices in online communication and classroom management

Best practices include how and when to use communication tools, including the discussion board, the chat room, and email, effectively; how to identify and reduce opportunities for academic dishonesties; how to establish and maintain individual relationships with students; and how to accommodate the needs of iSVHS students.

Course content, assessment, and evaluation

Face-to-face instructors use a textbook, formally present/expand upon content in the textbook, and develop/share supplemental assignments and activities to test student comprehension and ability to apply concepts. Online instructors also use a textbook (whether online, offline, or integrated into the course content), but the online course itself contains the formal presentation of content and assignments, activities, and assessments. The time an instructor would use to prepare a presentation and supplementary assignments in the face-to-face classroom is reallocated to one-on-one communication and feedback in the online world.

Instructors are trained well in advance of course deployment in what content is available to the students, the modes in which it is delivered, and the specific requirements for assignments and assessments.

iSVHS operations, policies and strategies for policy implementation

To be an effective member of the educational team, online instructors must have a deep understanding of the mission and organization of iSVHS and the needs and characteristics of the students and community of the school they are operating within. Instructors are educated about the policies that have been created to ensure students achieve the intended educational outcomes and are trained in strategies for implementing those policies in their online classrooms.

Effective use of the Learning Management System (LMS)

As described above, the Learning Management System is a portal or gateway to the school. It provides a suite of tools to facilitate all aspects of the online learning process, including content delivery, communication, and assessment and evaluation.

Student Support Teams

iSVHS's ultimate goal is a personalized, customized education for each student requiring a new model of student support. Online instructors are trained in the roles and responsibilities of various members of the

educational team as part of the Student Support Team, as well as in their own roles and responsibilities as a critical participant in these learning teams.

These sessions may be held at a central location or online.

Recruitment and Training of Local Administrative Support Team

The Executive Director and Principal will manage personnel recruitment and hiring. The administrative staff will be located in the local office and will, where possible, be recruited from the community. They will be trained using a combination of face-to-face and virtual training methods in the requirement of their position; the use of the Learning Management Systems; the Student Information System; the various school programs, functions, and operations performed by the local and central offices; the organizational points-of-contact for each function; and the school governance and policies.

Recruitment of Student Support Team and Special Educator Coordinators

The Executive Director and Principal will manage personnel recruitment and hiring. iSVHS student support staff may or may not be located in the local office. They may be recruited from school districts, community, state colleges and universities. Members of the student support staff will be trained to fulfill their responsibilities; in the use of the Learning Management System and Student Information System; the various school programs, functions, and operations performed by iSVHS; the organizational points-of-contact for questions they are likely to encounter; and school policies. Instructors will also be trained in best practices for online education and in the instruction of the content for which they will be responsible.

Student Support Team, Special Education, and Local Administrative Support Team

Once authorization is received, iSVHS will recruit and hire school and local office staff to launch and operate iSVHS. The following are the personnel that may be hired, the main functions that they'll perform, and their general accountabilities.

- **Mentors/Counselors:** *Functions:* main contact with student/family; develop Personal Education Plans; coach on learning strategies; monitor/remediate student progress; *Accountability:* student outcomes (for assigned students), 360 degree view of assigned students; effective deployment of learning strategies; good parent/family relationships; program improvement.
- **Special Education Coordinator:** *Functions:* help in identifying students with special needs or learning disabilities; development & monitoring individual learning plans; input on program improvement relative to Special Ed; internal education; *Accountability:* student outcomes (for assigned students), program improvement.
- **Business Operations Manager:** *Functions:* fulfillment, student services; technology liaison; accounting/finance/budget; office manager; *Accountability:* operational/financial performance; student/parent satisfaction; reporting.
- **Administrative Assistant:** *Functions:* as directed; student/parent satisfaction *Accountability:* operational/financial performance; student/parent satisfaction.

b. The procedure that the public charter school will follow to ensure the health and safety of students and staff. See Section 33-5205(3)(h), Idaho Code.

Facility Safety: iSVHS is a full-time, online, charter school. The physical facility will house staff and administration.

- The administration office will comply with building safety standards as outlined in Idaho code, 39-4130.
- To the extent that such is applicable state facility inspections will occur for all school buildings.
- Policies and procedures will be in place in order to respond to natural disasters and emergencies, including fires and bomb threats.
- The administration office will be a gun-free, drug-free, alcohol-free and tobacco-free workplace.
- All visitors to the administrative office must sign in and wear a visitor's pass while at the offices.

Staff Safety:

- All employees, in compliance with Idaho Code 33-130 will be required to pass criminal history checks in order to work at iSVHS.
- Staff will receive training in emergency response, including appropriate “first responder” training.
- iSVHA will establish policies relating to the administration of prescription drugs and other medicine.
- The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Student Safety:

- iSVHS will clearly outline procedures for suspension, expulsion and re-enrollment of students, including a plan for denial of attendance to any student who is or has been detrimental to the health and safety of the other students.
- Internet safety procedures will be in place that includes the operation of technology-enabled filters and blockers to protect against student access or distribution of inappropriate Internet content access from iSHVS supplied laptops.
- All students enrolled will be required to provide records documenting immunizations or parental waiver, and have a birth certificate or other identification before being enrolled in iSVHS.

c. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance. See Section 33-5205(3)(m), Idaho Code.

All personnel employed by iSVHS will be covered by Federal Social Security, Unemployment and Worker’s Compensation Insurance, and Health Insurance, and, if eligible, may select to participate in the Public Employee Retirement System of Idaho (PERSI).

d. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. See Section 33-5205(3)(o), Idaho Code.

Due to the fact that iSVHS will be a state-wide virtual public charter school program chartered through the Idaho Public Charter School Commission, transfer rights of teachers to a home chartering entity or chartering school district are inapplicable.

e. Provision re staff as separate unit for purposes of collective bargaining [33-5205(3)(p)]

The teaching personnel of iSVHS will be a separate unit for purposes of collective bargaining.

f. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code.

Certified teachers at iSVHS will accrue educational experience for their service at iSVHS. All teacher contracts will be on a written contract in a form approved by the State Superintendent of Public Instruction.

Tab 7: Admission Procedure

a. Admission procedures, including provision for over enrollment [33-5205(3)(i)]

In education, one size does not fit all, and iSVHS is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

iSVHS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

iSVHS will follow Idaho's Model Admission Procedures as outlined in IDAPA 08.02.04-203 and shown below.

1. Perspective 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. iSVHS founders or employees will have first preference for admission to the school, with a maximum of 10% of the student population.
3. Prior to enrolling each year, iSVHS may advertise utilizing local media such as newspaper, radio, and television. iSVHS will also utilize online advertising via email and the school website. A student enrollment application will be made available through traditional mail, email, or online to interested students and families. In accordance with IDAPA 08.02.04.203.02, iSVHS shall:
 - a. Ensure that the enrollment process includes the dissemination of enrollment information, taking into consideration the language demographic of the attendance area,
 - b. At least three (3) months in advance of the enrollment deadline established by iSVHS, to post the enrollment information and process in a highly visible and prominent location within the area of attendance of iSVHS.

In addition, iSVHS shall ensure that the marketing process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of iSVHS; iSVHS must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information shall advise that all perspective students will be given the opportunity to enroll in iSVHS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status or special needs.

4. iSVHS will maintain an educational service boundary that includes the entire State of Idaho. iSVHS will provide a high school only educational program, and will enroll only high school students. iSVHS will not enroll students residing outside the State of Idaho.
5. No geographic preference will be given to students within the State of Idaho.
6. Once enrolled in iSVHS, students will not be required to reapply each year thereafter.

Over Enrollment Procedure

With iSVHS being an online school, it is not anticipated that an over enrollment situation would occur, however if demand did greatly exceed the anticipated enrollment target for each year, iSVHS would utilize the following procedure. Enrollment deadline and/or student cap will be determined and established by the Board annually. Various considerations will be given in determining these dates and figures, including but not limited to; finances, cash flow and practical considerations related to the provision of a full educational program.

1. Children of iSVHS founders' would have first preference for admission to the school, with a maximum of 10% of the student population consisting of founder children. Any founders' children in excess of 10% will be placed on the primary attendance area sibling list.
2. Four lottery pools will be established and prioritized as shown:
 - a. returning students,
 - b. children of founders',
 - c. siblings of pupils already attending, and
 - d. all other students.

Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the "final selection list" may be

- placed in the school any time during the year when an opening occurs. Available positions will be filled from the final selection list established from the initial lottery.
3. Once on the final selection list, students will remain eligible for placement within the school without repeating the application process. Each year, iSVHS will contact all students on the final selection list and request verification of the continued desire to be on the final selection list. The order of these final selection lists will be revised annually based on the lottery results. Students wishing to be removed from the final selection list must make their request directly to iSVHS, preferably in writing.
 4. Once the enrollment period is complete and the final selection list have been established through lottery as described above, subsequent applications will be added to the bottom of the final selection list on a first come-first served basis.
 5. A lottery will be held by June 30 to establish the final selection list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Executive Director of iSVHS will conduct the lottery selection.

b. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and reenrolled [33- 5205(3)(l)]

Standards for Behavior

iSVHS recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, a sense of community, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe iSVHS should reflect the desires and expectations held by our community for our children, and that iSVHS must provide an environment that ensures the safety and well being of students. For this reason, it is important iSVHS have clear expectations and guidelines for students.

To follow is a draft plan discipline plan for iSVHS students. The final plan will be provided to all students and their parent(s)/legal guardian(s) as part of the iSVHS Student Handbook, a draft of which is provided as Exhibit H.

Discipline Procedures and Referrals

Due to the virtual nature of the Charter School, iSVHS does not anticipate significant disciplinary issues or problems among the student body.

iSVHS, as a public virtual charter school, will adhere to all federal and state laws and regulations as well as school approved policies and procedures relating to student conduct and discipline, as well as the required reports for disciplinary infractions by students. iSVHS will comply with all requirements of due process for student disciplinary violations.

If a discipline issue occurs, the staff member closest to the event will notify the Mentor assigned to the student to discuss and determine the degree of disruption caused by the student's behavior. Minor infractions may result in no documented Discipline Incident Referral, but are rather resolved directly between the Mentor and the student. Multiple minor infractions or repeated offenses may be escalated to the administration team for written referral by the ISO administrative staff.

For significant infractions, the Mentor will complete a Discipline Incident Referral detailing the behavior, the disruption and required consequences, sending this to the parents/legal guardians of the offending student. The Discipline Incident Referral must be signed by the parent/legal guardians and will be placed in the student's cumulative file.

Students who receive Discipline Incident Referral will have the following consequences:

- | | | |
|----------------|---|---|
| First Offense | - | Written warning |
| Second Offense | - | 1 day suspension (blocked from school access) |
| Third Offense | - | 3 day suspension (blocked from school access) |
| Fourth Offense | - | Referral to the school administrator for possible expulsion |

Behaviors such as: violence toward others, bullying, harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the Principal.

Drugs and Weapons

iSVHS has a zero tolerance policy related to drugs and weapons. Students in possession of drugs or weapons while attending a school sponsored event or activity will be automatically suspended with an expulsion hearing scheduled.

Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Use of Language and Images

Students must not use vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites.

Dress Code

iSVHS dress code guidelines reflect the following goals:

- To maintain an academic environment that is conducive to rigorous academic pursuits.
- To show respect for self and others.
- To minimize any distractions from the learning environment.
- To prepare students of life by encouraging personal responsibility and appropriateness in dress and appearance.
- To allow for consistent application of guidelines.

Students are to present themselves at iSVHS activities in a manner that is modest, clean, and appropriate for the iSVHS learning environment.

- Cloths must be in good condition and free of rips, holes or ragged edges.
- Cloths must be free of messages that suggest sex, drugs, alcohol, tobacco products, violence, racism, discriminatory language, gangs or other content inconsistent with the iSVHS education mission as interpreted by iSVHS administrative staff.

Personal Respect

iSVHS instructors, administrators, and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Defiance

Students should follow the reasonable requests of iSVHS staff; failure to do so is considered as defiance toward iSVHS personnel and rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Harassment, Intimidation, and Bullying

iSVHS has a zero tolerance policy towards intimidation, harassment, bullying, and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. These

behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others. A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions in accordance with iSVHS discipline policy.

iSVHS will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, iSVHS will act appropriately within discipline codes and will take reasonable action to end the bullying.

Academic Dishonesty

iSVHS has a zero tolerance policy for academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Students will not have the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty:

1. Instructor notifies student in writing that he or she has identified an instance in which the work's authorship is in question and requests that the student respond in writing within 3 school days. Instructor copies the Principal on the email.
2. Instructor sends Principal an email identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc.
3. Principal contacts the student and parent/legal guardian.
4. Principal makes a decision based on the evidence presented and informs instructor and student via email of the decision.
5. Student is placed on internal academic watch. Incident is reported to students' other instructors. Student's work is routinely run through plagiarism-identification software.

Additional disciplinary action may be taken, as necessary.

iSVHS realizes that verifying the authenticity of student work is problematic in both traditional and online school environments. iSVHS has implemented a number of policies and procedures in order to ensure students are doing their own work, including use of online tools to identify the amount of "borrowed" or plagiarized material in written assignments.

iSVHS utilizes an online plagiarism identification tool called TurnItIn.com to verify originality of students' written work. TurnItIn.com references not only the internet and "paper mills" available online, but also other student work that has been submitted through TurnItIn.com.

iSVHS intends to institute mid-term and final exams that are password protected. According to this plan, students must call the student services desk during posted business hours to obtain the password for their exam. Students must correctly answer three questions (e.g., zip code, mother's maiden name, and birth date) in order to obtain the password.

iSVHS plans to monitor, implement, and create best practices in ensuring the authenticity of student work in an online environment. Ultimately, however, we believe that one of the most powerful methods of verifying the authenticity of student work is a deep knowledge of the student's voice, style, and level of work which comes from working with students regularly in an instructional setting throughout the year.

Suspension and Expulsion

iSVHS recognizes that students are entitled to attend a free and public school and that even temporary denial of access may occur only after careful attention designed to protect the individual rights of the students. However, iSVHS is responsible for providing a safe learning environment for all students and school personnel.

The State of Idaho has empowered public schools to temporarily suspend or expel individual students when circumstances demonstrate that such an action is necessary for the protection of the right of other students, necessary for the orderly operation of the school process, due to habitual truancy and/or necessary for the protection of the safety of the other students. The iSVHS will comply with the procedures and provisions of Idaho Code 33-205 when addressing student expulsions and suspensions.

Suspension

Authority to temporarily suspend students has been delegated by Idaho legislature to school Administrators. No person other than the school Administrator or the Board of Directors may suspend a student from iSVHS.

Grounds for suspension may include the following:

1. A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of the other students and the general climate of the school.
2. A student may also be suspended when, in the judgment of the Principal, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

The period of suspension by the Principal/Administration shall not exceed the time parameters outlined and provided in Idaho Code 33-205. This time period may be extended by the iSVHS Board of Trustees pursuant to Idaho Code 33-205. All due process rights afforded to a student pursuant to the Idaho Code will be provided relative to any student suspension.

Procedure for Suspension

1. Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures.
2. Prior to suspension, unless an emergency exists, the Principal shall grant the student an informal hearing on the reasons for the suspension.
3. The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event.
4. If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension.
5. Written notice describing the reason for the suspension, term of the suspension, and conditions required to lift the suspension shall be provided to the parent(s)/legal guardian(s).
6. A copy of the written notice that was provided to the parent(s)/legal guardian(s) will be retained by the school and kept on file, with a copy forwarded to the Board of Director.

Expulsion

Only the Board of Trustees, upon recommendation by the Discipline Appeals Board, may expel a student. Such may occur only in compliance with the procedures identified by the Idaho Code.

If a special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP Team must convene to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based upon this determination, the IEP Team shall make needed modifications to the student's IEP. See below Discipline of Students with Disabilities.

Grounds for Expulsion (which may also serve as a basis for denial of enrollment)

A student may be expelled only for the following reasons:

1. Student is continually/habitually absent/truant.
2. Student is incorrigible.
3. Student engages in activities that are continually disruptive of school discipline or to the instructional effectiveness of the school.
4. Student engages or participates in activities that include the carrying of a dangerous weapon, concealed or exposed, while in attendance at school or at a school function.
5. Student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
6. Student presence or actions are considered to be detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion

1. The student and the parent(s)/legal guardian(s) shall be notified of
 - a. The grounds of the proposed expulsion, and the date, time and place where a hearing with the Discipline Appeals Board will be held.

- b. The right to be represented by legal counsel.
 - c. The privilege against self-incrimination.
 - d. The right to confront and cross-examine adult witnesses who testify against the student and to submit evidence on his/her own behalf.
 - e. The student and parents will be provided with notice of all rights pursuant to Idaho Code § 33-205.
2. The student and the parent(s)/legal guardian(s) shall be provided a written copy of the expulsion notice including the charges being raised.
 3. Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Board of Directors shall within five (5) days, give notice of the expulsion to the student's resident school district, and the prosecuting Attorney of the county in which the student resides.

A student may be denied enrollment in accordance with the provisions of the Idaho Code.

Discipline of Students with Disabilities

All procedures listed above will be followed when necessary to discipline students with disabilities as defined by the Individuals with Disabilities Act (IDEA). The following additional procedures will also be adhered to when disciplining student with disabilities.

When addressing students with disabilities as defined by either IDEA or Section 504, the above procedures will be followed, when necessary and applicable. In addition, steps will be taken to assure compliance with additional federal guidelines and due process implications when addressing individual disciplinary situations for students with disabilities, including but not necessarily limited to: multi-disciplinary team reviews for possible placement changes, provision of educational services, interim educational placement settings in conjunction with IEP team decisions, functional behavioral assessments and Intervention Plans and Manifest Determinations.

If a student on an IEP is expelled from school after a Manifestation Determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student in an alternative setting.

c. The procedures required for students using or under the influence of alcohol or controlled substances [33-210]

iSVHS has a zero tolerance policy related to the possession or use of illegal drugs or solicitation of the sale of controlled substances, including alcohol, while at school or a school function. Students found in violation of this policy will be automatically suspended with an expulsion hearing scheduled.

Procedures

1. First Offense for Use or Possession
 - a. Parent(s)/legal guardian(s) will be contacted.
 - b. Law enforcement agency shall be contacted.
 - c. Student shall be suspended for five (5) school days.
2. Second Offense for Use or Possession
 - a. Parent(s)/ legal guardian(s) will be contacted.
 - b. Law enforcement agency shall be contacted.
 - c. Student shall be suspended for five (5) school days.
 - d. Board of Directors may be petitioned for expulsion of the student.
3. Third Offense of Use or Possession
 - a. Parent(s)/legal guardian(s) will be contacted
 - b. Law enforcement agency shall be contacted.
 - c. The student will be suspended and the Board of Directors petitioned for expulsion.
4. First offense for Selling and/or Delivering Alcohol or Drugs
 - a. Parent(s)/legal guardian(s) will be contacted
 - b. The student will be suspended and the Board of Directors petitioned for expulsion.

c. Law enforcement agency shall be contacted.

iSVHS will comply with I.C. 33-210, including a provision of anonymity for any student voluntarily disclosing their use of alcohol, etc.

d. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school [33-5205(3)(n)]

iSVHS is a school of choice, and no student is required to attend iSVHS. Any student in the State of Idaho not wishing to attend iSVHS would have the option to enroll in an existing public school presently serving the area that they reside.

e. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school [33-5205(3)(s)]

iSVHS will implement a student outreach strategy that includes but is not limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of Idaho's student demographics:

- An enrollment process is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and dissemination of promotional and informational material will adhere to IDAPA 08.02.04.203.02 as stated earlier in Tab7.a.

Promotional and informational materials will be disseminated at least three months in advance of the enrollment deadline established by iSVHS. Methods of dissemination may include press releases, public service announcements, printed publications, and public meetings. All enrollment information will include a provision that all students will be given the opportunity to enroll in iSVHS regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

f. A plan for the requirements for the denial of school attendance [33-205; 33-5205(3)(i)]

Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students

In addition, students who attend the school after being expelled from another school or district may be placed on probation for one year. During this time, the student may be denied attendance for violation of the probationary requirements. Parent(s)/legal guardian(s) will be notified of disruptive behavior via phone calls, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Executive Director or for further discussion and appropriate action. The steps that will be followed to address these concerns are described above in (b) of this section.

g. The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

A student handbook will be assembled following state law and due process that outlines a Code of Conduct, including expectations and consequences for unacceptable behavior. The final handbook will be submitted to the Idaho Public Charter School Commission for approval prior to the start of the school year. The student handbook will be sent to the parent/legal guardian(s) and student upon acceptance of the student into iSVHS.

Provided as Exhibit H is a draft of the iSVHS Student Handbook. The final Handbook will be provided to all students and their parent(s)/legal guardian(s) prior to the start of the school year.

Tab 8: Business Plan

a. Detailed business plan

Business Description

iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any provision of the Articles, iSucceed Virtual High School, Inc., shall not carry on any other activities not permitted to be carried on:

1. by a Corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or
2. by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law).

iSucceed Virtual High School, Inc., through its predecessor name, was establish on July 16, 2007

Marketing Plan

iSVHS is seeking to provide an alternative educational experience to high school aged students throughout the State of Idaho, that for one reason or another have not found success in a traditional high school. Full-time, online high school is not for every student, but for some it can be the bridge that brings them back to school, and provides them the opportunity to obtain a high school diploma.

iSVHS will utilize proven methods to publicize the availability of this alternative educational opportunity. iSVHS will utilize a combination of traditional media methods, such as direct mail, radio, and newspaper to further increase awareness within the target audience. The purpose of this outreach will be to direct interested students and families to participate in numerous local community information sessions, or to contact iSVHS directly via phone or internet.

The goal of the community information sessions is to meet face-to-face with interested families and students. During these sessions, representatives of iSVHS will present the educational philosophy, mission, goals, and describe in detail the educational methods used to ensure success. iSVHS understands that online learning is not for everyone, therefore, time will be taken to clearly articulate the expectations that each family and student should have as it relates to the school, as well as the expectations iSVHS has related to a student's course work and class participation. It is the goal of iSVHS to use these community information sessions as a means to assist families and students to determine whether this alternative learning approach is a good fit for them.

During these community information sessions, iSVHS will provide information packages that will include general iSVHS marketing collateral, a course catalog, course description, Idaho testing & graduation requirements, and an enrollment form. For those families and students who are interested but unable to attend, iSVHS will have staff available to conduct phone calls. Additionally, iSVHS will post a copy of the materials discussed and provided at the community information sessions online or will provide them directly upon request.

Management Plan

iSucceed Virtual High School, Inc., after consideration of similar service providers, has agreed, to negotiate, an arms-length, fully revocable Services Agreement with Insight Schools, Incorporated (Insight) to assist in the provision of curriculum, technology and administration of the school. The Board of Directors of iSucceed Virtual High School, Inc., will negotiate and manage the Services Agreement with Insight. The Board of Director of iSucceed Virtual High School, Inc., maintains ultimately legal responsibility for the performance, operation and management of iSVHS.

The Services Agreement contemplates Insight providing the following services to iSucceed Virtual High School, Inc. :

- Laptops and printers for student use, pre-loaded with proper platforms, configurations and filtering systems
- Broad selection of independent online courses aligned to Idaho state standards
- School platform (SIS, LMS, Virtual Classroom)
- Community building programs
- Student recruitment and outreach
- Administrative and support staff (instructional staff employed by iSucceed Virtual High School, Inc.)
- Back Office Services (i.e. accounts payable/receivable, payroll)

iSVHS intends to open in August of 2008. By a vote of the Board of Directors, the school operating policies including but not limited to; school calendar, admission policies, course curriculum, discipline policies, school staffing, budget, etc. will be approved. Once approved, the Executive Director of iSVHS will determine day-to-day operational practices of the school.

Resumes of the Board of Directors of the non-profit corporation

Exhibit C contains biographies for the Board of Directors.

Financial Plan

iSVHS was represented at the most recent Seminar for Reporting Attendance & Enrollment held on August 6, 2007 at the Ameritel Hotel in Boise. The seminar was conducted by Mr. Gregory Berg, Public School Finance, Idaho State Department of Education. The information provided was used as a basis for the financial model provided in Exhibit I.

Start-up Budget with Assumptions Form

See Exhibit I

Three (3) – year Operating Budget Form

See Exhibit I

First Year Month-Month Cash Flow

See Exhibit I

b. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format

See Exhibit I

c. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code.

iSVHS will be a full-time, online public high school and will not require students to attend classes at a traditional school building, nor will students be required to participate in extra-curricular activities that may be scheduled from time-to-time. Therefore, no transportation services will be provided to iSVHS students.

d. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made.

iSVHS will be a full-time, online public virtual high school and will not serve lunch.

Tab 9: If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(6), Idaho Code.

A public virtual school in Idaho is defined as a public charter school that may serve students in more than one school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.

iSVHS is proposing a full-time, online charter school that serves high school aged students from throughout the State of Idaho. iSVHS will provide a personalized, flexible, innovative, student-led/instructor-facilitated and supervised learning program, where high school aged students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of highly-qualified Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with a school laptop computer and printer, and also providing a monthly internet stipend.

The computers provided to the students for their educational use will be fitted with appropriate programming and platform structure to operate the school’s program as well as appropriate filtering systems. Additionally each student and parent/guardian will be required to enter into a computer use agreement assuring that the provided technological equipment will be used solely for the student’s educational purposes.

iSVHS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

Student enrolled in iSVHS will engage in a combination of asynchronous study, where they work at their own pace to master the course content, as well as weekly synchronous activities where they can participate with their peers and certified instructors to review specific course material in real-time over the internet using the “virtual classroom”.

As a public school, iSVHS must abide by all student performance criteria as established by Idaho State standards, as well as Federal NCLB standards. All students of iSVHS are required to participate in Idaho Standards assessment testing, and iSVHS is required to report the results of those tests to the Idaho State Board of Education and the Public Charter School Commission.

Based upon this brief summary, the petitioners believe the program proposed for iSVHS meets the definition of a public virtual school.

Tab 10: Business Partnerships and Plan for Termination

a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations, and copies of any contracts or lease agreements

A draft copy of the Services Agreement with Insight is provided as Exhibit J. Once final negotiations are completed, a final copy of the Services Agreement will be provided to the Public Charter School Commission.

b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition.

c. A plan for termination of the charter by the board of the public charter school.

In the case of termination or non-renewal of iSVHS, the Board is responsible for the dissolution of all business and affairs of the school:

- All records of students attending the school will be immediately transferred to new student schools, including the providing of students with written notice of information as to how to request a transfer of student records.
- All requests for student record transfers will be accommodated for up to one year subsequent to dissolution.
- Upon dissolution of the Corporation, should any such dissolution ever occur, assets shall be distributed to creditors pursuant to sections 30-3-114 and 30-3-115, Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be returned to the authorized chartering entity for distribution in accordance with applicable law.

Appendix D: Articles of Incorporation and Bylaws

COPY

**AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF**

**09 JAN 23 PM 2:28
SECRETARY OF STATE
STATE OF IDAHO**

**iSucceed Virtual High School, Inc.
(f.k.a. PPEP of Idaho, Inc.)**

The undersigned, Board of Director, of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Amended and Restated Articles of Incorporation for such corporation. The date of adoption of the Amendments was October 26, 2007.

ARTICLE I.

The name of the Corporation now is "iSucceed Virtual High School, Inc."

ARTICLE II.

The period of its duration shall be perpetual.

ARTICLE III.

The corporation is organized and shall be operated exclusively for 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). References in these Articles of Incorporation to the "Code" shall be to the Internal Revenue Code of 1986, as amended from time to time.

Notwithstanding any other provisions of these Articles to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal Income Tax Code, or

(b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal Income Tax Code.

ARTICLE IV.

A. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators or Directors thereof. 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 reimbursement may be made for 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.

B. 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.

C. 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.

D. Upon dissolution of the corporation, all of its assets shall be paid over or transferred to one or more exempt organizations of the kind described in section 501(c)(3) of the Code and pursuant to the rules and regulations applicable to Idaho Public Charter Schools pursuant to Idaho Law, Rule of the Idaho State Board of Education and Rule of the Idaho Public Charter School Commission.

E. 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.

F. 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 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 V.

The corporation shall have no voting members and all business affairs of the corporation shall be conducted by its Board of Directors.

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

ARTICLE VI.

The address of the registered office of the corporation is 8950 W. Emerald Street, Suite 150, Boise, Idaho 83704 and the name of its registered agent at such address is Lisa A. McIntosh.

ARTICLE VII.

The address of the principal office of the corporation is 8950 W. Emerald Street, Suite 150, Boise, Idaho 83704.

ARTICLE VIII.

The number of directors constituting the initial Board of Directors of the corporation is five (5). The number of Directors constituting the Board of Directors of the Corporation shall be fixed by the Bylaws, but in no event shall there be less than three (3) and not more than seven (7) Directors. The names and addresses of the persons who served as the initial directors are:

John David Arnold

2440 W. Placita Iglesia
Tucson, AZ 85745

549 Sagle Road
Sagle, Idaho

Kari Hogan

4172 W. Delta Street
Tucson, AZ 85742

Sharon Davis

7710 E. Calle Los Arboles
Tucson, AZ 85750

Don Pena

6505 Fairfield Avenue
Boise, Idaho 83709

Korene Gonzalez

P.O. Box 2123
Homedale, Idaho 83628

Directors John David Arnold, Kari Hogan and Sharon Davis resigned their position as Directors prior to the commencement of operations of the school and prior to the approval of the School by the Idaho Public Charter School Commission.

Thereafter, remaining as the Initial Directors" seated on the Board of Directors, were identified as:

Don Pena

6505 Fairfield Avenue
Boise, Idaho 83709

Korene Gonzalez

P.O. Box 2123
Homedale, Idaho 83628

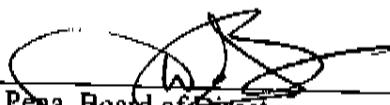
Additional founding Directors were thereafter added and included:

Jeffrey G. Tunison	8589 W. Brookview Drive Boise, ID 83709
Zee Quintana	5231 W. Albion Ct., Boise, Idaho 83705
Derrick Boles	6493 East Shell Brook Nampa, Idaho 83687

The procedure for appointing and replacing Directors shall be set forth in the ByLaws. Pursuant to Resolution of the Board, all Directors hereinafter appointed to

serve or selected to serve on the Board of the iSucceed Virtual High School, Inc. must be residents of the state of Idaho.

Dated: 12/2/2008, 2008



Don Pena, Board of Director

BYLAWS
OF
PPEP OF IDAHO, INC.

1. OFFICES.

1.1 Principal Office. The principal office of PPEP of Idaho, Inc., an Idaho non-profit corporation (“Corporation”), shall be located at 802 E. 46th Street, Tucson, Arizona 85713. The Corporation may have such other offices as the Board of Directors may designate or as the business of the Corporation may require from time to time.

1.2 Registered Office. The registered office of the Corporation required by the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code (“Act”), to be maintained in the State of Idaho shall be located at 1111 W. Jefferson #530 Boise, Idaho 83702, and may be changed from time to time by the Board of Directors.

2. BOARD OF DIRECTORS.

2.1 General Powers and Standard of Care. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors except as may be otherwise provided in the Act or the Articles. If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board of Directors by the Act shall be exercised or performed to such extent by such person or persons as shall be provided in the Articles. Without limiting the foregoing, the Board of Directors shall have the power to:

- a. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- b. Develop, review or revise a charter school accountability and mission statement.
- c. Develop a school calendar and schedule of Board meetings.
- d. Develop of Board policies and procedures.
- e. Approve annual budget and quarterly financial reports.
- f. Review requests for out-of-state or overnight field trips.

- g. Participation in the dispute resolution procedure and complaint procedures when necessary.
- h. Approve all major contracts, charter amendments, annual fiscal and performance audits, as needed.
- i. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.

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

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

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

2.2 Presumption of Assent. A Director of the Corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the Secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the Secretary of the Corporation within three (3) days after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

2.3 Number, Election and Qualification of Directors. The number of Directors serving on the Board of Directors shall be five (5) serving staggered terms of two (2) years following each of their initial terms. For purposes of the staggered terms, there shall be three (3) Class "A" Directors and two (2) Class "B" Directors. Portable Practical Educational Preparation, Inc., an Arizona non-profit corporation (hereinafter "PPEP Arizona"), shall appoint all three (3) Class A Directors. PPEP Arizona shall at all times appoint the majority of directors and if the number of directors is ever changed PPEP Arizona shall appoint the majority of the total number of directors serving at any time. The Class A Directors shall serve two (2) year terms, which includes the initial term. The Class B Directors shall serve an initial term of one (1) year followed by subsequent two (2) year terms. The names and addresses of the members of the initial Board of Directors have been stated in the Articles. The Board of Directors shall designate which initial Directors shall be Class A and Class B Directors pursuant to a Director's organizational consent certificate. Each Director shall hold office for the term for which such Director is elected and until such Director's successor shall have been elected and qualified. Directors need not be residents of the State of Idaho.

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

2.5 Removal of Directors. At a meeting of the Board of Directors called expressly for that purpose, any director may be removed with cause by a vote of a majority of the Directors then in office. Any Director may be removed at such a meeting without cause by a vote of two-thirds (2/3) of the Directors then in office, and with the concurrence of PPEP Arizona.

2.6 Committees of Directors.

2.6.1 Membership. The Board of Directors, by resolution adopted by a majority of the Directors then in office, may designate and appoint one or more Director committees, each of which shall consist of two or more members. At least one member of each committee shall be a Director.

2.6.2 Authority. Director committees, to the extent provided in the resolution establishing the committee, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no Director committee shall have the authority of the Board of Directors in reference to (i) authorize distributions, (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets, (iii) elect, appoint or remove directors or fill vacancies on the Board of Directors or on any of its committees, or (iv) adopt, amend or repeal the Articles or these Bylaws. The designation and appointment of any such Director committee and the delegation of authority to a Director committee shall not

operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon the Board of Directors, or any individual Director.

2.6.3 Tenure. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until a successor is appointed unless (i) the committee is sooner terminated, (ii) such member is removed from the committee, or (iii) such member ceases to qualify as a member of the committee.

2.6.4 Chairperson. One member of each committee, who is a Director, shall be appointed chairperson by the Board of Directors.

2.6.5 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

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

2.6.7 Removal. Any committee member may be removed by the Board of Directors at any time, with or without cause.

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

2.7 Directors' and Committee Meetings. Meetings of the Board of Directors, regular or special, or meetings of any committee designated thereby, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation.

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

Members of the Board of Directors or any committee designated thereby may participate in a meeting of the Board of Directors or such committee by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and the participation by

such means shall constitute presence in person at a meeting. For any meeting held by conference telephone or similar communications equipment, notice of the meeting shall be given at least one (1) hour prior thereto by telephone or other communication directly with the Directors and/or committee members.

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

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

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

2.9 Quorum and Voting Requirements. A majority of the number of Directors fixed by section 2.3 of these Bylaws shall constitute a quorum for the transaction of business at meetings of the Board of Directors. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. A majority of the number of committee members fixed and appointed by the Board of Directors or the President, as the case may be, shall constitute a quorum for the transaction of business at a meeting of such committee. The act of the majority of the committee members present at a meeting at which a quorum is present shall be the act of the committee.

2.10 Action without a Meeting. Any action required by the Act to be taken at a meeting of the Board of Directors of the Corporation, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by all of the Directors, or all of the members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

2.11 Compensation. No Director or committee member shall receive a salary or compensation for services in that capacity but may be reimbursed for actual expenses incurred in the performance of such services. This provision shall not preclude any Director from serving the Corporation in any other capacity and receiving compensation for services rendered.

2.12 Director Conflicts of Interest. The Board of Directors shall adopt a conflict of interest policy.

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

3. OFFICERS.

3.1 Number. The officers of the Corporation shall consist of a President, Secretary, and Treasurer/Chief Financial Officer, each of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two (2) or more offices may be held by the same person.

3.2 Election and Term of Office. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon as practicable thereafter. Each officer shall hold office until a successor shall have been duly elected and shall have qualified, until such officer's death, or until such officer shall resign or shall have been removed in the manner hereinafter provided.

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

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

3.5 Signatory Authority. All officers have signatory authority for checks and other deposit account withdrawals for the corporation.

3.6 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. The President shall, when present, preside at all meetings of the members of the Board of Directors. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board of Directors has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The President has the authority to sign all checks or other deposit account withdrawals, and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

3.7 Secretary. The Secretary shall attend all meetings of the Board of Directors and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all

documents executed on behalf of the Corporation, pursuant to due authorization by the Board of Directors. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board of Directors.

3.8 Treasurer and Chief Financial Officer. The Treasurer and Chief Financial Officer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer and Chief Financial Officer shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories. The Treasurer and Chief Financial Officer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer and Chief Financial Officer shall submit to the Board of Directors and the President, when required, statements of the financial affairs of the Corporation. The Treasurer and Chief Financial Officer shall in general perform all of the financial duties incident to the office of Treasurer and Chief Financial Officer and such other duties as from time to time may be assigned to the Treasurer and Chief Financial Officer by the President or the Board of Directors.

3.9 Salaries. The salaries of the officers, if any, shall be fixed from time to time by the Board of Directors and no officer shall be prevented from receiving such salary by reason of the fact that such officer is also a Director of the Corporation.

3.10 Officer Conflict of Interest. Any officer who has an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt and full disclosure of their interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

4. STAFF.

4.1 Employment. The Board of Directors shall have the authority to employ an Executive Director and such other staff as the Corporation may reasonably require from time to time.

4.2 Terms of Employment. All compensation paid to a staff person shall be approved by the Board of Directors.

4.3 Staff Conflict of Interest. Any staff person who has an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt and full disclosure of their interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

5. MISCELLANEOUS.

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

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

5.3 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

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

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

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

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

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

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

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

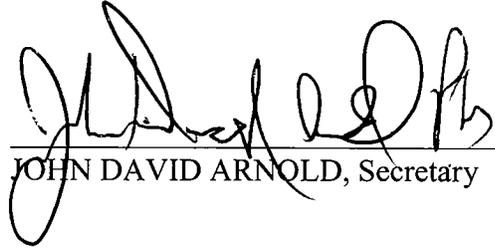
5.11 Membership in PPEP and Affiliates. The Corporation is a member of an affiliation of organizations commonly referred as "PPEP and Affiliates" and operates in conjunction with other member organization, including PPEP Arizona. As part of such affiliation the Corporation shall be a party to a master agreement entered into among all members of PPEP and Affiliates which, among other things, provides for the sharing of administrative and other operational functions.

5.12 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors of the Corporation at any regular or special meeting, and with the concurrence of PPEP Arizona.

[Secretary's Certificate Follows.]

SECRETARY'S CERTIFICATE

I certify that I am the duly elected and acting Secretary of PPEP of Idaho, Inc., an Idaho nonprofit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on July 9, 2007.



JOHN DAVID ARNOLD, Secretary

Appendix E: Public Charter School Closure Protocol

**CLOSURE
PROTOCOL**

August 2013



Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

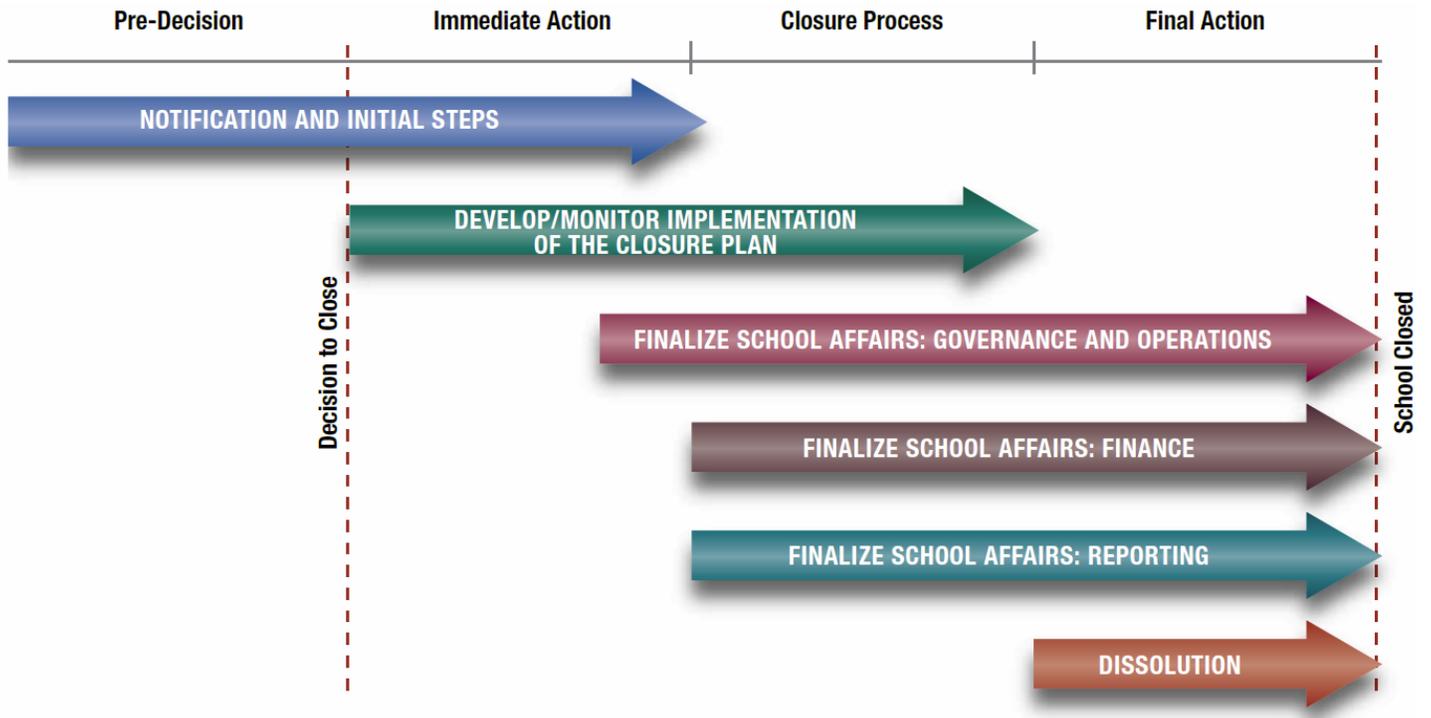
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Another Choice Virtual Charter School, Incorporated** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on **February 5, 2009**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2010**; and

WHEREAS, the School’s charter was renewed on **February 7, 2017** for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 2017**, and shall continue through **June 30, 2022**, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on
- i. Academic achievement,
 - ii. Development of social competence,
 - iii. Post-secondary preparedness,
 - iv. And the development and advancement of student’s technological skills.
- B. Grades Served.** The School may serve students in kindergarten through twelfth grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho’s model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho’s future citizens for career and/or college readiness.
 - Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
 - Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a

variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

- i. Various online curriculums to provide core instruction.
- ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
- iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
- iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
- v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
- vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight Allowing Autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 514 students. The maximum number of students who may be enrolled per class/grade level as well as the rate at which the school may expand to full capacity, shall be as follows:

	Grades K-6	Grades 7-12	Total
2014-2015	115	265	380
2015-2016	133	305	438
2016-2017 & After	115	399	514

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.

D. School Facilities. 1014 W. Hemingway Blvd., Nampa, ID 83651 (Primary); 10114 W. Overland Rd., Boise, ID 83709 (Secondary); 704 Blaine St., Caldwell, ID 83605 (Secondary). The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School’s primary attendance area is as follows: Idaho Education District Three, Treasure Valley.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.

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 November 1 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 E.
- 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 E.
- 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 E.
- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Another Choice Virtual School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

2. ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Regardless of whether or not ACVS agrees to fulfill the specific conditions above, ACVS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

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Appendix B: Performance Framework

Another Choice Virtual School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.		
Key Design Elements	Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers: <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students’ social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 		
School Location	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	School Phone	(208) 475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1st, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			
	2			
	3			ACVS has opted out of including Mission Specific Goals.
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0			400	0
	3d	25	0			% of Financial Points	0%
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<p>Measure 2b</p> <p>ELA Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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		0																		

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																			
Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Criterion-Referenced Growth Math Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math. Notes	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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	13-25	0																	
	0-12	0																	
		0																	
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Criterion-Referenced Growth ELA Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA. Notes	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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	39-50	0																	
	26-38	0																	
	13-25	0																	
	0-12	0																	
		0																	

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)

		Result	Points Possible	Points Earned
Measure 4a	Are students making expected academic growth in math compared to their academic peers?			
Norm-Referenced Growth				
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		39-50 26-38 13-25 0-12	0 0 0 <u>0</u> 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?			
Norm-Referenced Growth				
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		39-50 26-38 13-25 0-12	0 0 0 <u>0</u> 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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	15																
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Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes		<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>															

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
15												
0												
	0											
<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
15												
0												
	0											

OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	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 statute 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	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM		
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Current Ratio: Cash divided by Current Liabilities</p> <p>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 last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 1d</p> <p>Unrestricted Days Cash</p> <p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p> <p>Notes</p>	<p>Result</p> <p>50</p> <p>0</p> <hr/> <p>0</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>0</p>

FINANCIAL

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

Appendix C: Charter

Another Choice Virtual Charter School

Petition for a Charter for School Year Starting 2010-2011

Submitted to the Idaho Department of Education
on July 11, 2008

Submitted to the Idaho Public Charter School Commission
August 2008

Amendment Submitted to the Idaho Public Charter School Commission
February 2014

Attendance Area: Statewide

Physical Location: Nampa, Idaho

Another Choice Virtual Charter School
1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Contact Person:
Laura Sandidge or Kelsey Williams
Phone: 475-4255
FAX: 475-4274

Executive Summary:

In discussions with families and educators of individuals with and without disabilities, it became clear to the founding leaders of Another Choice Virtual Charter School that Idaho, and the Treasure Valley specifically, needs a charter school built on academic achievement, the development of social competence, and connections to the community with a primary focus of having individuals with disabilities as full and active members of their school and community. Since charter schools are mission-driven and locally governed, they are able to design a coherent school program that capitalizes on the strengths of the individuals and the community they reside in to meet the needs of all students. With management and governance decisions under one roof, charter schools eliminate the bureaucratic decision-making that often does not have the best interest in mind for individuals with, and or without, disabilities. Another Choice Virtual Charter School means to capitalize on building upon the strengths of each of their students by proposing a school design that will meet the mission's goals of high academic achievement, social competence, and strong connections to community resources for all students. In order to meet these goals, the founding team has drawn heavily on the effective practices of other charter and district schools as well as the current research in best practice for education of all children.

Another Choice Virtual Charter School will offer all grades, kindergarten through senior high. Every effort will be made to offer preschool as well. Another Choice Virtual Charter School is a public charter that is based on ethical and morally sound standards. Idaho State standards have been accepted as our educational guidelines for verification of student academic success. The Department of Education in Idaho has six accepted regions that make up the state educational boundaries. Another Choice Virtual Charter School primary attendance area will initially fall within the full scope of the Treasure Valley or educational region three. After one year of successful operation within the Treasure Valley, the Another Choice Virtual Charter School Board will make a decision to expand the school attendance zone by up to two regions per year if deemed appropriate

by the Commission. All expansions will be brought forth to the Commission prior to implementation. Therefore, Another Choice Virtual Charter School could be state wide within four years of initial operation.

When a sample of four charter schools and four public schools in Idaho Education district three were reviewed it was found that on average the percentage of special education population for non charter public schools was approximately 12%; when looking at the sample of four public charter schools the average percentage of the special education population was exactly half that, or 6%. This was found to be unacceptable to the founding leaders of Another Choice Virtual Charter School. Our vision is to have all students represented in a manner more consistent with the general American population. According to the 2000 Census 29% of the families living in America have some form of a disability represented within their membership. Another Choice Virtual Charter School would minimally want to reflect that level of appropriate representation (Disability and American Families 2000 found at <http://www.census.gov/prod/2005pubs/censr-23.pdf>).

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Tab One

Organization

Articles of Incorporation and By-Laws of Another Choice Virtual Charter School, Inc.

See Appendix One.

Signature of Qualified Electors

See Appendix One.

Vision and Mission Statement

Our Vision:

Through positive academic and social learning opportunities and an educational learning environment that meets the specific learning needs for all, Another Choice Virtual Charter School seeks to make a lasting change in their students by providing a higher quality of life, now and in the future.

Our Mission:

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

Tab 2

Proposed Operations and Potential Effects

PROPOSED OPERATION Ref. Idaho Code 33-5205 (4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through Another Choice Virtual School's, ACVS's, Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the ACVS Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy. ACVS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the

complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. ACVS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

Another Choice Virtual Charter School does not deny parents the right to complain directly and immediately to the State Department of Education regarding a special education concern.

I. Proposed Operation

A. Organization

Another Choice Virtual Charter School Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act meeting Section 501(c)(3) of the

Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Corporation was organized to support Another Choice Virtual Charter School. The Articles of Incorporation for Another Choice Virtual Charter School, Inc. were originally filed with the Secretary of the State of Idaho on October 14, 2008 and were fully approved on November 5, 2008. The Employer Identification Number is 26-3533892. An organizing group of founders have written the initial petition for the Charter for ACVS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the ACVS Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS to the ACVS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS. This group will remain as advisors to the Board for three years.

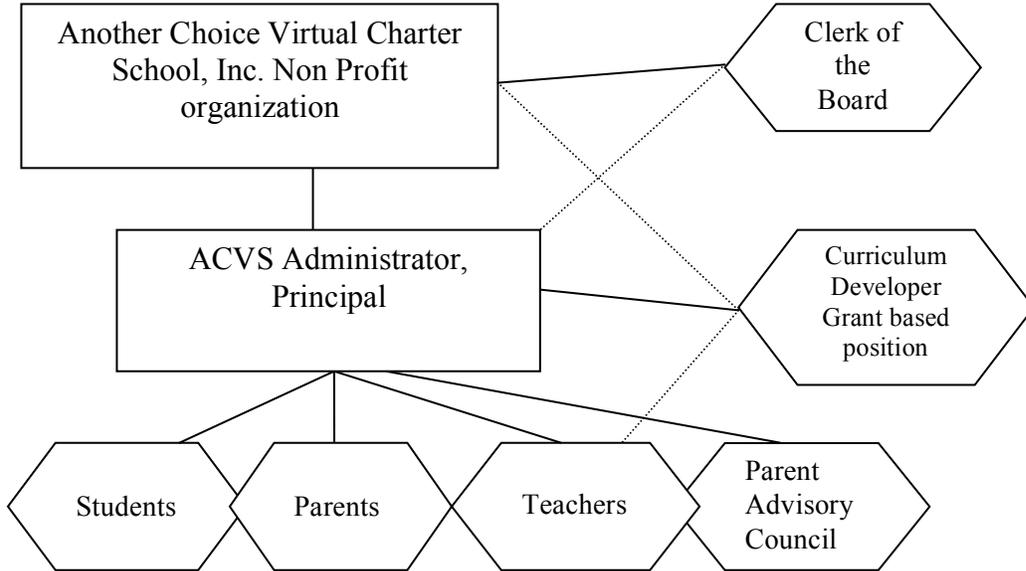
The ACVS Board, as a Board, has the full power and duty to manage and oversee the operation of the Corporation's ACVS business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to ACVS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998," (I.C. 33-5204). The Governing Body will adhere to the Another Choice Virtual Charter School Corporate Bylaws addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control ACVS. The Board has all the power and duties afforded to a board of directors. ACVS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

ACVS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in Another Choice Virtual Charter School

Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:

Tab 2, Table 1



The flow chart above includes, but is not limited to, the following details:

1. The ACVS Board, hereafter known as the Board, will have the full power and duty to manage and oversee the operation of the Corporation’s ACVS business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Advisory Council (PAC) of ACVS may provide consultation to the Principal/Designee regarding ongoing plans for the school. (Hereafter, the term “parent” will be used to represent parents, legal guardians, or other persons legally responsible for the rights of ACVS students.)
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.
5. The Principal/Designee represents the Board as the liaison between the Board and the ACVS community.

6. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring all teachers.
7. The Principal supervises, directly or indirectly, all employees of ACVS, with the exception of the Clerk of the Board.
8. The administrative staff's primary functions will be management of ACVS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
 - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
 - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
 - c. foster staff initiative and rapport.
9. ACVS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

Primary Attendance Area

Another Choice Virtual Charter School (ACVS) plans to open in the fall of 2010 with grades kindergarten through senior high. Residents of Idaho Education District Three, known as the Treasure Valley, will be the primary attendance area during the first year of operation. Ultimately, the State of Idaho will be the primary attendance area.

School Size

ACVS will begin relatively small with a maximum cap of approximately 230 students, for the first year.

II. Facilities

“Virtual school” means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via

the internet in a distributed environment across more than one primary attendance area. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. ACVS will meet this definition of a virtual school as set forth in Idaho Code § 33-5205. Tab 9 of this charter will provide further information specific to virtual schools as set forth in Idaho Code § 33-5205. In spite of ACVS being a virtual school, the Board recognizes the importance the physical plant plays in enhancing the instructional program on occasion. The goal of ACVS is to provide a facility when needed in a convenient location that will both ensure the safety and enhance the education of our students, more than one site may be necessary in order to fully address the student population as the school grows. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of ACVS, or its affiliated partner locations. ACVS's Board has finished negotiations with a local organization that will provide a physical location when and if needed. We have three Letters of Intent to utilize existing buildings and/or other facilities sufficient for our needs (See Appendix Two). We look forward to a long and innovative relationship with our community partners.

Currently, ACVS will have their offices at 958 Corporate Lane, Nampa, Idaho. This is a secured location with a written contract documented in Appendix Six. This location provides minimal office space and a small computer lab location. Our goal will be to move into a new building, which would hold offices, a large computer lab, and a library for our students. These offices would be on the corner of Middleton and Roosevelt Avenues in Nampa. ACVS has a community partner that is interested in leasing to us. They have purchased that property and have secured building permits as well as blue prints for the building.

A. Operation and Maintenance of Charter School Facilities

ACVS seeks to maintain and operate facilities in a safe and healthful condition. The operation of ACVS's facilities will be the responsibility of the Principal/Designee. The

Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain ACVS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. If necessary budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

III. Administrative Services: Ref. Idaho Code 33-5205 (4)

A. Instructional Organization

1. *School Fiscal Year* - The fiscal year of the school is from July 1 to June 30.
2. *School Calendar* - The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year begins during the last week of August and dismissal will occur before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.
3. *Holidays/Commemorative Day* - School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.
4. *Instructional Hours* - The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades Hours

K	450
1 through 3	810
4 through 8	900
9 through 12	990

5. *PIR Days* - Not more than twenty-two (22) hours may be utilized for in-service teacher activities. ACVS is considering school wide in-service and/or teacher collaboration time on Friday afternoons from 1:00 to 3:00 p.m. for the purpose of ensuring our teachers are fully trained to meet the goals and objectives of ACVS and consequently our student population.

6. *Records Management* - The Clerk of the Board will be the custodian of records under the supervision of the Principal/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and ACVS policy.

7. *Non-Instructional Operations* - Contractor License, Surety Bonds, and Insurance: The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom ACVS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. If applicable, before any contract is awarded to any person, such person

will furnish to ACVS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

- a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of ACVS; and
- b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

IV. Potential Civil Liability

ACVS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and ACVS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name ACVS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and ACVS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of ACVS, except as may be provided in the Charter. ACVS will operate its business in conformance with all local, state and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

V. Potential Affects

The opening of ACVS will have minimal adverse affects on our community. ACVS will be a small school. Therefore, it is not expected to take a significant number of students away from other public schools within our community. Additionally, not all students would benefit from our model.

The opening of ACVS has the potential to affect the community in a positive way. ACVS can serve as a model of service delivery for other public schools, both virtual and bricks and mortar. Additionally, students with special needs are under served in the charter school community. We feel we will be a viable choice for many families and charter schools. We intend to work in a collaborative manner with other charter and non charter schools.

TAB 3: EDUCATIONAL PROGRAMS AND GOAL

Educational Programs

A school day for individuals attending Another Choice Virtual Charter School will look very similar to any other public school. Students will be required to attend school and to advance in their learning. Idaho state standards will guide the curriculum choices. The curriculum packages that have been selected are aligned with Idaho state standards. Teachers will have classrooms assignments, caseloads and office hours as any other school would. They will be responsible to meet the needs of all students and to assist parents in being an active part of their child's learning. General education teachers and special education teachers will work collaboratively to assist all students. Students attending ACVS will be held accountable for assignments and attendance as they would be in any other public school.

However, there will be significant differences as well. In ACVS learning is personalized and continually visible for all students. Parents will be an active part of their student's education, but will not feel as if it is their responsibility to be the teacher. Certified teachers will be making the lesson plans and accommodations in a collaborative manner as necessary. The general education teacher to student ratio will be approximately 40 to one during the first year of operation. Students with special needs will additionally have a certified special education teacher working with them which will significantly reduce the teacher student ratio in those situations. While the lesson plans and corresponding activities will be developed and implemented by certified teachers they will be delivered via the Blackboard School Central™ learning management platform. This system will allow students to take advantage of a variety of technologies that can facilitate learning. Students will have the capacity to start and stop their school day in a more flexible manner which will allow them to maximize their learning potential. Assistive Technology will not be for just some students, it will be for all. Social skill and language development will be a priority for all. Our hope is to make ACVS a model school that will allow students to excel in their academics as well as in their social skills and civic responsibility which will in turn make well rounded and well grounded citizens.

With that goal in mind the curriculum choice was of paramount concern. It is required by federal law that individuals qualifying for special education have individually designed instruction based on the general education curriculum, which is guided by state standards or set grade level learning expectations. It is very important to the Board that the curriculum be able to engage all levels and ages of the student body. This is complicated within the virtual format. Therefore, it was determined that a mixture of cohesive curriculums aligned with Idaho state standards would be required. ACVS will use the following research based curriculums:

- Waterford Early Learning™, developed by Pearson Digital Learning;
- Success Maker™, developed by Pearson Digital Learning;
- ELLis Academic™, developed by Pearson Digital Learning; and
- Nova Net Curriculum™, developed by Pearson Digital Learning.

All of these programs work seamlessly across all grade and ability levels, K through 12 using the BlackBoard learning management platform. Students with Limited English Proficiency can also utilize these programs. The curriculum can be adapted easily at the objective level for all grades which allows for the luxury of providing enrichment and accommodations if needed with minimal teacher assistance. The programs themselves are able to monitor student performance with dynamic data sequencer technology which allows for built in remediation and reintroduction if needed. The programs will initiate cumulative review of curriculum for retention of material as well as progress students on to the next level of learning if they are ready. These programs also connect with assistive technology as needed.

During the first year of operation the majority of students will be elementary age, therefore the majority of teachers will be elementary teachers. However, ACVS will have a small secondary program which will require the hiring of highly qualified core area secondary teachers that will use the NovaNet™ curriculum, an easily accessible curriculum for students through the twelfth grade. During the first year of operation it is not expected that ACVS will be hiring full time secondary teachers. The Idaho Department of Education allows Idaho teachers to teach up to a 1.33 FTE when the

teaching is combined with a virtual format. This provides both our students and secondary teachers with a great opportunity. Students can benefit from highly qualified secondary teachers that are very knowledgeable in their core subject while teachers can experience teaching within the virtual format for their desired core area while maintaining another full time position at another school if desired.

I. Educational Programs and Services

ACVS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school environment infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others. Styles and rates of learning are thoroughly taken into account on every level, yet expectations for achievements are not compromised. ACVS promotes a positive and supportive learning environment continually, therefore, when there is low threat of physical and/or emotional harm, and academic content is highly engaging and challenging for all, accelerated learning will take place for all students!

II. Educational Thoroughness Standards

ACVS will achieve the Thoroughness Standards (as defined in § 33-1612, Idaho Code) through its basic and expanded curriculum offerings, which include character education, social skill development, and community, school, and family service projects.

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

Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others. Each student has the right to participate in their school and learning experience without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe and supportive learning environment for his/her student. The philosophy of ACVS is grounded in the belief that when individual differences are taken into consideration, there is a low threat

of physical or mental harm, and when curricular content is highly engaging and challenging, accelerated learning takes place for all. ACVS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness, empathy, being able to articulate and verbalize emotions and tapping into each student's innate need to know the limitations or boundaries that are continually put on an individual in any setting, all while facilitating and protecting their dignity.

Objectives. ACVS will regardless of setting location:

- a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to participate fully in their child's education and to participate in the school's activities. There will be advertised opportunities.
- d. Develop a staff/student handbook to provide rules and guidelines for on-line and physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

Goal. Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior. The atmosphere created by our focus on empathy and kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with

students as students will not be afraid to take academic risks, such as asking or answering questions in front of peers, or in the virtual environment, because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is an environment that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

Objectives. ACVS will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the educational setting. This will be available on line at all times.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using Ron Clark’s “Essential 55,” “Excellent 11” and “Great Expectations”; “The Daily Five: Fostering Literacy Independence in the Elementary Grades” by Gail Boushey and Joan Moser; “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series)” by Rita-Marie Conrad and J. Ana Donaldson; and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism” by Temple Grandin, and Sean Barron.
- c. Establish and maintain rules to be used consistently throughout the learning environment.

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

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

Objectives. ACVS will:

- a. Emphasize the importance of adults modeling important values in the learning environment. This is done through expectation training in which teachers clearly illustrate and define what empathy and kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school’s emphasis on empathy and kindness. The student will have a variety of

opportunities for social interaction both on line and through community service projects.

b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

c. Evaluate and report student service hours to teachers and/or advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

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

Goal. Teach students a range of effective verbal and nonverbal communication skills.

Objectives. ACVS will:

a. Emphasize meaningful language and social interaction experiences. This will be measured through weekly evaluations.

b. Emphasize meaningful language experience in reading, writing, spelling, and core content materials with enhanced dramatization and memorization. This will be measured through weekly evaluations.

c. Use an age-appropriate curriculum that supports development of a variety of communication skills, including written and verbal.

d. Provide instruction in a foreign language in grades K-8 as budget permits.

Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Students in grades 9-12 will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced language study if courses are not available directly through ACVS.

- e. Provide instruction in music, dance, and art as budget permits. This will provide many opportunities for social interaction with peers.

E. Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided. ACVS will utilize approved curriculum choices that will follow Idaho adoption protocol which has its basis in Idaho Code and is defined in the Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.

Goal. Develop an educated citizenry that is prepared for the 21st century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as well as in technology while being able to access current information. ACVS has determined that an educated person in the 21st century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

Objectives. ACVS will:

- a. Use the Idaho State Department of Education's Academic Standards as a starting point to be enhanced by the Core Knowledge® Sequence and a variety of other creative methods.
- b. Use a variety of methods, both digital and tangible, to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot will be determined by the first year's student body.)

F. Standard F: The skills necessary for the students to enter the workforce are taught.

Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills.

Vocational education opportunities will be available and required by students in grades higher than 9th grade.

Objectives. ACVS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and written computational skills.
- b. Provide a strong foundation in the social competencies that will allow individuals to enter the job market and retain successful employment.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

G. Standard G: The students are introduced to current technology.

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

Objectives. ACVS will:

- a. Provide a strong foundation in technology skills by using a virtual format to deliver education.
- b. Develop a technology team that is composed of representatives from all segments of the school and the community, administrators, teachers, parents, and local businesspeople that have expertise in technology and telecommunications.

A team leader will be designated who is able to delegate responsibility to individuals or committees and keep the team on task. The team's responsibility is to develop a plan for integrating technology into the school based on the school's educational vision. The plan will be a part of an overall school-improvement plan. After development, this plan is periodically reviewed and updated.

c. The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers.

d. Professional development and support for staff will be provided on an ongoing basis.

e. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

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

Goal. Provide students with basic skills that will enable them to be responsible citizens in their home, school, and community.

Objectives. ACVS will:

a. Provide students with basic skills in understanding what it means to be a responsible citizen in their home, school, and community by specifically using the Idaho Standards standard in Civics and Government and Global Perspectives and linking those standards with on-going school based activities.

b. Document the level of civic engagement and the linking of civic education knowledge and skills to service learning or community service, in grade levels four (4) and higher. c. Professional development and support for staff will be provided on an ongoing basis that will allow all teachers to understand the impact of civic engagement on student learning and provide opportunities for students to engage in civic life, politics, and government.

III. Educated Person

A. Definition of an "Educated Person"

ACVS has determined that an educated person in the 21st century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

ACVS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks or grade levels. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language. ACVS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

- Foster the love of learning and independence by using self-discovery, self-awareness, and self-discipline;
- Develop an awareness of and appreciation for cultural and learning diversity;
- Stimulate intellectual curiosity and growth;
- Provide fundamental career concepts and skills;
- Help the student develop sensitivity and empathy to the needs and values of others and respect for individual and group differences;
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
- Develop the fundamental skills which will provide a basis for lifelong learning; and
- Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

The teacher will work with the multiple learning styles of their students by using interactive and multi-media content. Blackboard School Central™ will be used, which is

a fully-hosted and secure learning platform. If appropriate, the student will initially receive a nationally normed placement test called the BASI, Basic Achievement Skills Inventory. This 2.5 hour computer provided test, along with measuring annual progress, will assist the teacher to determine educational placement. The teacher, with the full support of the curriculum and the curriculum coordinator, will create assignments, projects and assessments that are aligned with Idaho standards and congruent with the student's way of learning. If the student qualifies for special education services, the special education teacher will also be a part of this process. The teacher will utilize synchronous and asynchronous tools specifically through Wimba's Collaboration Suite Express which provides instant messaging, virtual classrooms, blogs and discussion boards. Teachers will be able to provide lessons that are digitally recorded, with both audio and synchronized visuals. Teachers will use observational data, such as traditional grading mechanisms and tracking data via e-mail and log in's. They will also have access to Blackboard Grade Center™ which assists teachers to create assignments and assessments with the capacity for instant feedback. Assignments have the potential to be automatically graded and recorded in the integrated Grade Center. Parents can greatly benefit by being provided with a parent login that will provide access, in real-time, to their student's grades, assignments, tasks, and upcoming tests, making them a vital part of their student's education.

Teachers will receive in-service training on the curriculum prior to school beginning. Additionally, they will continually develop their skills in both teaching and on-line teaching through a variety of in-service opportunities. ACVS has a relationship with two community partners Northwest Nazarene University, NNU and Boise State University, BSU. Both universities are interested and able to provide all our teachers with a variety of course work that will develop their capacity to provide on-line instruction. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student

population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

IV. Curricular Emphasis

A. How Learning Best Occurs

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals, and the support required in order to reach those goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors, advocates, and/or learning coaches as needed;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The curriculum coordinator will be responsible to ensure a variety of quality curriculums are made available for all ACVS students. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new curriculum or textbooks as well as courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with ACVS's educational philosophy, mission statement, objectives, and goals.

B. Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. ACVS will ensure students meet the school standards with the state standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

C. Remediation

ACVS will comply with the requirements of IDEA and Section 504. Evaluation of progress assessment data could prompt additional help that could include remediation, tutoring, and/or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual.
2. Not reaching grade level on state adopted standardized tests;
3. Reading below grade level as determined by IRI in grades K through 3—teachers will use multiple sources of data such as the BASI, classroom grades, fluency checks, comprehension checks, and/or other computerized programs to determine a student's reading level; and/or
4. Failure to do math at grade level as determined by the BASI or other program assessments and/or on state adopted standardized tests.

D. Instructional Methodologies

All curriculum taught at ACVS will be reviewed and approved by ACVS's Board.

1. *Ron Clark's, "Essential 55"*

ACVS will utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of

the work load; and working cooperatively with others to reach group consensus. ACVS will strongly encourage every parent to read the book. This will familiarize them with Clark’s code of conduct and methodologies, which will be used by teachers.

2. *Great Expectations*

ACVS will utilize *Great Expectations*, which is a professional development program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere; creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. ACVS will utilize the following books and programs “The Daily Five: Fostering Literacy Independence in the Elementary Grades;” “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series);” “Core Knowledge® Sequence materials;” and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries through the Unique Perspectives of Autism,” in their professional development program to:

- a. provide teachers and administrators with the skills needed to deliver appropriate educational services to diverse learners in an on-line format.
- b. create an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation, all of which result in improved academic achievement; and
- c. to ensure the belief that all students can learn, no matter what labels have been placed on them is continually addressed.

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, global perspectives, and sociology.

ACVS may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks. The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension. Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

ACVS students will be required to meet established academic standards and graduation requirements adopted by the Board. The Board will establish and/or approve grading procedures for students enrolled in supplementary (such as Idaho Digital Learning Academy) programs and other public school dual enrollments as well.

ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language capacity will be gaining growth so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Elementary School (Grades 1-8)*

a. Other required instruction for all students and other required offerings include:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

b. Additional instructional options as determined by ACVS include:

Foreign Language (Spanish)

Keyboarding

2. *High School Curriculum and Focus (Grades 9-12)*

a. The high school curriculum is composed of required classes and elective classes. All students take required academic and non-academic classes as well as a variety of elective classes which will include vocational placements.

b. Required Classes

i. Freshman Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

ii. Freshman Elective Courses will be offered

iii. Sophomore Required Core Courses General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

iv. Sophomore Elective Courses will be offered

v. Junior-Senior Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English 101 and 102

Algebra and Higher level Math as needed for the student	
American National Government	
Economics 201-202	
Concepts of Biology	
vi. General Education Credits	29
Communication.....	1
English	8
Mathematics.....	6
Social Science	5
Vocational Studies	6
Total Credit Hours Required,.....	46-55

ACVS recognizes students will need to be given the necessary instructional time and accommodations in order to achieve this standard.

H. Alternative Credit Options will be outlined in the student handbook.

I. Graduation Minimum Requirements (IDAPA 08.02.03 105, 106, 107)

- a. For specific graduation requirements see the student handbook.
- b. GPA of 75% on a 100% scale to receive an academic diploma.
- c. 5 of the 17 required elective credits must be vocational in nature.
- d. Provision of educational programs and services such as HIV/AIDS education, family life/sex education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Administrator, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.03.

V. Special or Alternative Programs

Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA)

While the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA) all have different definitions of disability and all three have different purposes and guidelines, ACVS will ensure that all three federal statutes are adhered to as it pertains to ACVS student body and staff. ACVS designs their academic programs based on student strengths in order to ensure that an optimal learning environment is ensured for all students. ACVS provides a Special Education Program in full accordance with federal and state regulations and guidelines. ACVS will adopt the Idaho Special Education Manual from the State Department of Education The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer.

ACVS will ensure that students who meet the definition of disability as outlined within the Educational Law of IDEA are identified, evaluated and provided with appropriate educational services, including related services, assistive technology, and Extended School Year, in the least restrictive environment possible to ensure attainment of all their goals. For those students who need or are believed to need special instruction and/or related services under IDEA, ACVS will establish and implement, prior to student enrollment, a system of procedural safeguards. The safeguards will cover students' identification, evaluation, meeting protocol, development of educational goals if necessary, placement, and continued program development as necessary. This system will fully comply with all IDEA regulations.

ACVS will ensure that students and or staff who meet the definition of disability as outlined within the Civil Rights Law of Section 504 and/or ADA will receive the accommodations they need in order to be successful in their endeavors. Prior to the first day of school an ACVS policy will be clarified that delineates what constitutes a 504 accommodation and who would be eligible.

Eligibility

ACVS will provide a free and appropriate public education (FAPE) to qualified students who have meet the definition of a disability as outlined in the Idaho Special Education Manual 2007, chapter four. A free and appropriate public education will consist of regular and/or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. “Qualified students with a disability” for whom ACVS will provide these services are students with a disability who are: between the ages of three through the end of the first semester in which they turn twenty-one; or of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to develop and monitor Individual Education Plans (IEPs) and supervise the implementation as written in a collaborative manner with the general education teachers. Current IEP’s may be accepted from another school; however modifications may be required to adjust to the virtual environment of ACVS. The special education teacher, and/or learning coach under his/her supervision, will provide services as determined through the IEP Team meeting. The special education teacher and general education staff will collaborate fully in order to ensure a successful educational experience for all students.

Students protected under either IDEA, Section 504, and/or ADA will be determined to meet the definition of disability by the federal law they seek protection under.

Evaluation

ACVS will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection,

administration, or interpretation of evaluation materials. ACVS will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by ACVS include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

ACVS will adopt the Idaho Special Education Manual. All forms used by ACVS will comply with, if not fully replicate, State forms.

Pursuant to Section 504 regulations, ACVS will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration either the duration or expected duration, of the impairment and the extent to which it actually limits a major life activity of the student.

All evaluations, whether actually administering the evaluation or gathering specific information will be done without discrimination or bias, presumptions, and/or stereotypes regarding persons with disabilities or classes of such persons. If parents disagree with the determination, a request for a due process hearing may be made.

Impartial Due Process Hearing

If there is a dispute between the parent of a student who qualifies under IDEA and ACVS with respect to: (1) the identification of the student as qualifying for IDEA; (2) evaluation

of the student; and/or (3) the educational placement of the student; and/or (4) IEP implementation concerning the child, the individual is entitled to certain procedural safeguards. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 13 of the Idaho Special Education Manual 2007) in regards to these disputes. The student will remain in his/her current placement until the matter has been resolved through the process set forth.

If the parent of a student who qualifies under Section 504, or ADA for accommodations disagrees with a decision of ACVS with respect to: (1) the identification of the student; (2) the obtaining of evaluations of the student; and/or (3) the determined accommodations set forth for the student, the individual and/or their parents will resolve the issue through the following process.

- a. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with ACVS.
- b. The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer. That individual will make every effort to resolve the conflict at that level.
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same by the appointed Compliance Officer. If it is determined that the designated Compliance Officer is not appropriate to serve as the monitor of the proceedings a Hearing Officer will be assigned.
- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, ACVS will provide the parent and all other interested parties with notice of the person selected.
- e. Within five (5) days of ACVS's selection of a Hearing Officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the

issues to be heard and stipulate to undisputed facts to narrow the contested factual issues.

f. The Compliance Officer will in writing notify all parties of the date, time and location of the due process hearing.

g. At the hearing, ACVS and the parent may be represented by counsel.

h. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. ACVS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The Hearing Officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the Hearing Officer will close the hearing. The Hearing Officer may request that both parties submit proposed findings of fact, conclusions and decision.

i. Within twenty (20) days of the hearing, the Hearing Officer should issue a written report of his/her decision to the parties.

Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

Grading Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 7 of the Idaho Special Education Manual 2007) in regards to grading. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of Idaho Special Education Manual:

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.
2. Adapted course work may be noted on the transcript if the parent and/or adult student is informed in advance and the designation is not discriminatory. More specifically, cannot identify the student as having a disability or receiving special education.
3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

Disciplinary Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. However, ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 12 of the Idaho Special Education Manual 2007) in regards to discipline.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students. By law, ACVS is required to provide for special instructional needs of gifted and talented students enrolled in ACVS. The Board, in conjunction with the Principal and staff, will develop the State required plan for ACVS's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. ACVS's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years. The Board designates the Principal or his/her designee to be responsible for development, supervision and implementation of ACVS's

gifted and talented program. Such program will include, but not be limited to, the following:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

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

Development of a continuum of services, ranging from general enrichment, to curriculum differentiation, to acceleration, is recommended by the National Research Center on the Gifted and Talented for challenging gifted and talented students. Additionally, there are a variety of methods for meeting the educational needs of gifted students. Acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping, and differentiated instruction are some of the options. ACVS will review all of those options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

Limited-English Proficiency (LEP) Program

ACVS anticipates an initial enrollment ranging from 100-200 students. ACVS attendance zone is education region 3, or the Treasure Valley, within the Treasure Valley the most prevalent ethnic group are individuals of Hispanic or Latino origin, based upon the 2006 Idaho Census. This population does not have a consistent representation throughout the Treasure Valley, for example, according to the census; individuals of Hispanic or Latino origin constitute 9% of the general population in Idaho, in Canyon County that percentage increases to 21%, while in Boise the percentage reduces to 4.5%. With those statistics in mind it could be feasible that ACVS could anticipate Limited-English Proficient (LEP) students could make up 10-20% of our total enrollment. In accordance with the Board's philosophy to provide a quality educational program to all students, ACVS will provide an appropriately planned instructional program for

identified students whose dominant language is not English. ACVS has specifically made choices on our curriculum, particularly with ELLis Academic, for individuals with limited English proficiency. The purpose of ACVS LEP program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. ACVS will maintain an effective means of outreach to encourage parental involvement in the education of their students. The BlackBoard School Central learning platform can convert to a variety of languages. This will be accomplished at the beginning of each school year. ACVS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP Program

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures

ACVS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

- A. Program goals - Students whose dominant language is not English should be enrolled in ACVS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of ACVS. Students will be identified by teacher referral and by appropriate testing. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a learning coach.
- B. Student Enrollment Procedures - ACVS will establish the following procedure for identifying students whose language is not English.

1. ACVS will have registration cards for every new student that includes at least the question:
What is the primary language spoken in the home?
2. If a response is any language other than English, ACVS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
4. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills.
5. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of “high quality language instruction,” based on scientifically-based research.
6. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
7. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress

1. ACVS’s testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering the Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable ACVS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.

4. ACVS will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students' level of English proficiency.
5. ACVS's testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to ACVS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. ACVS's testing coordinator will administer the IELA each spring (approximately February through April).
8. ACVS plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with

simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 – Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning. Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they

may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning. Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures). The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges onto proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him. The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.

Language Domains Proficiency Levels				
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 80	80-99	100 and above
B1 or B2	1	Below 80	80-99	100 and above
	2	Below 83	83-108	109 and above
C1 or C2	3	Below 80	80-99	100 and above
	4	Below 81	81-106	107 and above
	5	Below 85	85-107	108 and above
D1 or D2	6-8	Below 80	80-99	100 and above
E1 or E2	9-12	Below 80	80-99	100 and above

D. Exit from LEP Program - ACVS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
 - a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
 - b. Secondary: Core content area GPA (non-modified) of 2.0; or
 - c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, ACVS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

E. Return to LEP Program - In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. ACVS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. ACVS's testing coordinator will recommend that these students be tested, so that further monitoring can take place.

Additional forms of monitoring an exited student will be:

- a. classroom teacher observations
- b. classroom or unit assessments
- c. student work
- d. other statewide assessments
- e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, ACVS's testing coordinator will make sure all documentation is placed in the student's cumulative file.

3. ACVS's reclassification form for the student file might include, but may not be limited to the following:

- a. Date
- b. Student name
- c. Student ID number
- d. Student LEP number
- e. Original entry date into the LEP program
- f. Exit date of original LEP program
- g. Total previous years in the (an) LEP Program prior to exiting
- h. Criteria for originally exiting the LEP program
- i. Reason for placing the student back into the LEP program
- j. Signature of LEP Coordinator
- k. Signature of Principal
- l. Copy of notification letter sent to parents

4. ACVS will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.

5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. ACVS will track the exact number of years (total) that a student has been in an LEP program.

LEP Instructional Program, Educational Approach, and Classroom

Accommodation

A. ACVS will use of the “sheltered English instruction” as it has produced positive results according to the Idaho State Board of Education and ERIC, the Educational Resources Information Center.

B. ACVS feels teacher in-service helping teachers become proficient in the sheltered model matches our model of teaching to the student needs using proven protocol.

C. The following are examples of some of the methods teachers will employ:

1. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
2. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
3. Interactive lectures with frequent comprehension checks.
4. Cooperative learning strategies (Kagan, 1985).
5. Focus on central concepts rather than on details by using a thematic approach.
6. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

D. The Principal will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher’s aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.

1. Teachers will be given instruction on use of the SIOP model, including the following components:

- a. Component 1: Lesson Preparation
- b. Component 2: Building Background
- c. Component 3: Comprehensible Input
- d. Component 4: Strategies
- e. Component 5: Interaction
- f. Component 6: Practice/Application

g. Component 7: Lesson Delivery

h. Component 8: Review and Assessment

2. The Principal will monitor progress of each teacher in the model.

E. Deborah J. Short, Center for Applied Linguistics and Jana Echevarria, California State University, Long Beach (1999) Conclusions referenced Darling-Hammond (1998, pps. 7-8), in which the kinds of knowledge teachers need to prepare students for standards-based instruction include the need for teachers to:

1. Understand the subject matter deeply and flexibly.
2. Know about learning (teaching strategies, decision-making strategies about the content to cover and the best way to do so, assessment strategies, language acquisition theory.
3. Know about curriculum resources and technologies.
4. Know about collaboration-their collaboration with other teachers, students collaborating together, and collaboration with parents.
5. Be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.

F. Additional Support

1. Students not achieving at expected levels will receive additional help with the infusion of a direct pullout program if needed, in which the student is temporarily removed from the educational environment for specialized attention. The program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is required for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is

recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

Staffing and Professional Development

1. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.
2. The Principal will utilize the SIOP model to evaluate use of sheltered instruction.
3. All learning coaches or paraprofessionals who work with LEP students will preferably have experience, training, or language study in the language of the majority of the LEP population.
4. Because sheltered instruction is quality instruction, ACVS will promote using the model in all classes and all lessons.

Equal Access to Other School District Programs

1. Statewide Assessments: Idaho Standards Achievement Test (ISAT), Idaho Reading Indicator (IRI), Direct Writing Assessment (DWA) and Direct Mathematics Assessment (DMA).
 - a. LEP students must take the ISAT, DWA, DMA and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.
 - b. ISAT

All LEP students must take the ISAT. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations. All other LEP students will be coded as LEP and take all ISAT tests. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency

calculations, only if they are specifically coded as LEPX. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT.

Rules Governing Thoroughness 08-02-03-0502.111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

2. Parents will be contacted to inform them of available programs and activities in the school and how to qualify.

Parent and Community Involvement

ACVS will communicate in writing with all parents.

A. Notification of Placement and Parental Rights

1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.

2. The following information should be included in the Notification of Placement:

- a. The reasons for the identification, which may include results from proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
- b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.
- c. Methods of instruction used in the program in which the LEP student is or will be participating in.
- d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.

- e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
- f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
- h. How the program meets the objectives of the individualized education program of a child with a disability.
- i. Information pertaining to parental rights that include written guidance on:
 - i. the right that parents have to have their child immediately removed from the program upon their request;
 - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
 - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

3. Open meetings will be conducted throughout the year with appropriate interpreters present.

Program Evaluation, Review, and Improvement

ACVS will evaluate the success of the LEP Program to ensure student success.

A. Using Data to Drive Decision Making for LEP Programs Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:

- a. Race/ethnicity
 - b. Gender
 - c. Migrant, Immigrant or Refugee status
 - d. Free or reduced lunch
 - e. Individualized Education Plan (IEP) for special education
 - f. Gifted
 - g. LEP Program of service
 - h. 1st year in a U.S. school (LEP1)
 - i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
 - j. English language proficiency assessment data (IELA)
 - k. Academic achievement data
 - i. Classroom grades
 - ii. ISAT, IRI, DWA, DMA
2. ACVS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.
3. ACVS will use the following grading procedures for students participating in LEP programs:
- a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
 - b. ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.
 - c. Graduation requirements (See Tab 3.)
4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.

VI. Plan for Dual Enrollment Participation

Students enrolled in ACVS will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options

will be subject to district procedures as allowed in Idaho Code 33-203 (1). Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

Measurement of Student Progress

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

I. Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

ACVS's goal is to accomplish these educational standards annually:

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

II. Measurable Student Progress: Ref. Idaho Code 33-5205 (3) (c) and (d)

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

ACVS will measure goal one by:

1. 50% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
2. 50% of students in grades 5, 7, & 9 will receive a score of proficient or better as measured by the Idaho Direct Writing Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
3. 50% of grade 4, 6, and 8 students will receive a score of proficient or better as measured by the Idaho Direct Mathematics Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data

provided by the Idaho Department of Education and comparing it to our expected student population.

4. 50% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT). This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.

5. 75% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When ACVS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations and established accommodations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

ACVS will measure goal two by:

1. Our students will demonstrate a 30% growth rate in reading and math skills through board approved portfolio assessment procedures after a period of two consecutive academic years at ACVS.
2. Our students will reflect continuous social and behavioral skills improvement and growth in skills by using the combined assessment tools of Social Skills Rating System® and the Social Skills Improvement System®. These tools will provide a nationally standardized series of questionnaires that addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills. Individual growth in social and behavioral skills will be

documented and evidenced by standardized scores annually. School wide growth will be assessed and documented through the overall group standard score which can be broken down by grade, age, and gender.

3. Our students will produce work that depicts academic growth that is acquired, integrated, extended, refined and utilized meaningfully as measured by required State DWA, DMA, IRI, and ISAT assessments.
4. Our students will reflect positive growth on the parent surveys done yearly on the parent's perception of their student's attitudes and habits toward, but not limited to, work ethic, honesty, empathy, taking responsibility, self-confidence, knowledge, etc.
5. Our students will reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

ACVS will measure goal three by:

1. Completion/progress monitoring benchmarks are:
 - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
 - b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.
 - c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the career portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

ACVS will measure goal four by:

1. Completion/progress monitoring benchmarks are:

- a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
- b. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

ACVS will measure goal five by:

The student will participate in the ACT and SAT tests, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

ACVS will measure goal six by:

Seventy-five percent (75%) of students in attendance at ACVS will be expected to improve their personal scores in all aspects of the following assessments:

Direct Writing Assessment (State), Grades 5, 7, & 9

Direct Math Assessment (State), Grades 4, 6, & 8

Idaho Reading Assessment, Grades K– 3

ACT – 11, 12

SAT- 10-12

ISAT assessment, Grades 3-10

III. Standardized Testing

A. Statewide Assessments

The students at ACVS will be evaluated using the same standardized tests as other Idaho public school students and will follow guidelines as established by the Idaho State Board of Education. Assessments will reflect current Idaho State Board of Education guidelines as determined annually. Students who qualify for special education services will be included in all statewide and district wide assessments as required by law.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the ACVS Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school testing coordinator who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between ACVS, state, and national averages

D. Annual Reports will be submitted to our Authorizing Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or ACVS developed criteria.

IV. Accreditation: Ref. Idaho Code 33-5205 (3) (e)

A. State Accreditation of Charter School

ACVS will be accredited through the Northwest Association of Accredited Schools as the State of Idaho has determined this entity as the sole accreditation organization for Idaho.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. ACVS will use the Northwest Accreditation Standards.

C. Accreditation Reports

ACVS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

V. “No Child Left Behind” (NCLB)

Student learning is the primary focus for ACVS. If ACVS is ever deemed to be a school that is in need of improvement as specified under “No Child Left Behind,” a Strategic Plan will be put in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the ACVS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

1. Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

TAB 5: GOVERNANCE STRUCTURE

Governance

I. Description of Governance Structure

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the Corporate Bylaws Article 3. The number of Directors constituting the ACVS Board will be not less than five (5) or more than eight (8) Directors at any time. The function of the Board can be described as policy making and evaluating. The Board will have the further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of ACVS. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: president, vice-president, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The minimal five (5) Board members must provide adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. The initial ACVS Board will be determined through appointment for a three year term as outlined in the Corporate Bylaws. All subsequent ACVS Board members will be nominated by any interested party and elected by the current board. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

B. Liability

Upon approval, ACVS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, ACVS will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of ACVS and/or arising out of the acts or omissions of the agents, employees or contractors of ACVS.

Upon approval, ACVS will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. ACVS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

II. Parental Involvement

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will strongly encourage parental participation in enrollment procedures, school policy recommendation, and student discipline. ACVS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school. The Board will establish or recognize an official Parent Advisory Council (PAC). All parents of students enrolled in ACVS and full-time faculty will be members of the PAC. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PAC will be authorized to make recommendations regarding any aspect of the school. The PAC will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits

ACVS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15th. During the March or

April Board meeting, ACVS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two ACVS parents, and one person at large (not affiliated with ACVS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15th.

ACVS's staff will meet or exceed qualifications required by state law, including the following:

1. All individuals to be employed by ACVS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. ACVS will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. Parents may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or PAC and subject to Board approval. Student/Teachers ratios established may require the Board to hire

additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

TAB 6: EMPLOYEES

Employees

I. Employee Qualifications

A. Professional Development

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of ACVS. Training may include, but is not limited to:

1. Instructional models methodology to insure the consistency of instruction as pertinent to ACVS student population and philosophy
2. Social Skill Development
3. Best Practices in Virtual Schools
4. Language Arts
5. Vocabulary Development
6. Teacher Expectations training
7. Math Development
8. Rules and Reasons – Student Behavior Plans
9. Memorization and Dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing Parent Volunteers
14. Effective use of educational assistants, or paraprofessionals, or learning coaches
15. Modeling as a staff
16. Working with diversity

The Principal, Curriculum Developer, Informational Technology Specialist and all ACVS teachers will be strongly encouraged to obtain college level credit in online teaching.

There will be two ways this could be done. Boise State University offers a Graduate Certificate in Online Teaching that consists of 9 credits. This will be an acceptable certificate. Additionally, the following courses will be provided in an ongoing manner within the ACVS virtual community on our BlackBoard Platform:

1 Credit (15 class hours) – Technology: BlackBoard Basics

1 Credit (15 class hours) – Multi Media

1 Credit (15 class hours) – Portfolios & Assessments

3 Credits (45 class hours) – Online Course Design

These courses have been developed for ACVS with Northwest Nazarene University at a cost of \$60 per credit per teacher. It is required that the Curriculum Developer, take these courses prior to school starting. It is strongly encouraged that all teachers take these course offerings during their tenure with ACVS.

There will be significant professional development provided to ACVS staff through Pearson Digital Learning and the BlackBoard School Central learning management system.

B. Health and Safety Procedures

ACVS will comply with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in ACVS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of ACVS's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix Four)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix Four)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix Four)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix Four)
5. Substance- and Alcohol-Free Workplace Policy (See Appendix Four)
6. Tobacco-Free Policy (See Appendix Four)
7. Weapons Policy (See Appendix Four and Student Handbook in Appendix Three)
8. Facilities Inspection Policy (See Appendix Four)
9. First Aid/Emergency Treatment Policy (See Appendix Four)
10. Medication Administration Policy (See Student Handbook in Appendix Three)

11. Discipline Policies including, but not limited to, Truancy, Detention, Suspension, and Expulsion (See Tab 7 and Student Handbook in Appendix Three).

C. Employee Benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. ACVS will make all employer contributions as required by PERSI, and Federal Social Security. ACVS will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. ACVS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights

The transfer rights of an employee choosing to work at ACVS and the rights of such employees to return to any non-charter school after employment at ACVS will be dependent upon the school district from which an employee might transfer. ACVS claims no transfer rights.

The Board for ACVS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

E. Collective Bargaining

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

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the ACVS Board of Directors on a form approved by the Superintendent of Public Instruction.

TAB 7: ADMISSION PROCEDURES

Admission Procedures

I. Admission Procedures

ACVS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

In the 2014.15 school year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 115 students.

Secondary grades 7 – 12 will have a cap of no more than 265 students.

This is a total cap of 380 students for the 2014.15 school year.

In the 2015.16 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 133 students.

Secondary grades 7 – 12 will have a cap of no more than 305 students.

This is a total cap of 437 students for the 2015.16 school year.

In the 2016.17 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 153 students.

Secondary grades 7 – 12 will have a cap of no more than 351 students.

This is a total cap of 504 students for the 2016.17 school year.

A. Enrollment Deadline

ACVS has established an enrollment deadline of the first Friday of every April by which date all requests for admission to attend ACVS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time. Enrollment deadline dates will be advertised each

year. The board through the appropriate channels may determine a change in the enrollment deadline. However, that date would need to be advertised as appropriate.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend ACVS. A single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, ACVS on or before the enrollment deadline. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment, address, and telephone number of each prospective family.

C. Admissions Preference

If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method.

1. Founders

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of ACVS, by:
 - i. researching start-up facilities sites
 - ii. budget planning
 - iii. writing pre-operation policies and definitions
- b. Those individuals who have made a significant contribution to the development and pre-operation establishment of ACVS as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for ACVS will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. Attendance Areas

The primary attendance area for ACVS will be statewide. During the first year of operation the primary attendance area will be Educational Region 3 which includes the Treasure Valley.

3. Re-enrollment

Once enrolled, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

E. Priority Preferences for Subsequent Enrollment Periods

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.

F. Proposed Attendance List

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

G. Provision for Over Enrollment: Equitable Selection Process

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the

public charter school; and fourth, an equitable selection process such as by lottery or other random method.

H. Final Selection List

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

1. Notification and Acceptance Process

- a. Within seven days after conducting the selection process, ACVS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to ACVS. The offer letter must be signed by the student's parent, and returned to ACVS no later than 15 calendar days from the date of the acceptance letter.
- b. Within seven days after conducting the selection process, ACVS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date during that school year if a seat becomes available.
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer within 15 calendar days of the acceptance letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the selection list.
- d. If a student withdraws from ACVS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the selection list.

2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year.

I. Amendments

ACVS has the right to amend these admission procedures as needed with the approval of the Authorizing Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

II. Disciplinary Procedures

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students ACVS's expectations of students. At that time, the material contained in the ACVS Student Handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

- a. Student conference with the Teacher and/or Principal.
- b. Email or phone call to parent
- c. Loss of privileges
- d. Student and parent conference with Teacher and/or Principal
- e. Suspension from extracurricular activities
- f. In-School Suspension (if applicable)
- g. Out-of-school suspension (if applicable)
- h. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions. Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

While it is highly unlikely that in a virtual school suspension would be necessary, the Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process and IDEA specifications.

1. Temporary Suspension:

ACVS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of ACVS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to ACVS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to ACVS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

While it is highly unlikely that in a virtual school expulsion would be necessary, the Principal or Board may deny attendance at ACVS by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. IDEA regulations and due process will always be addressed. Any student having been expelled may be readmitted to ACVS by the Principal or Board upon

such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause. No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

- State the grounds for the proposed expulsion;
- Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
- State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. ACVS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

III. Alcohol, Tobacco, Drug Policy

ACVS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause

problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook (See "Drug Policy" in Student Handbook Appendix Three).

IV. Attendance Alternatives

Because ACVS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located within the attendance area of ACVS will have the option to enroll in existing public schools presently serving the area. No student will be required to attend ACVS.

V. Public Notification of Enrollment Opportunities

In accordance with Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by ACVS each year, to be posted in highly visible and prominent locations within the area of attendance of ACVS. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the ACVS area(s) of attendance. ACVS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in ACVS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

VI. Denial of School Attendance

ACVS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to ACVS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of ACVS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition. Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in ACVS. Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

VII. Parental Access to Student Handbook

Upon approval of the charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of ACVS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the ACVS website. All new students will receive a copy of the student handbook upon enrollment.

VIII. School-Provided Access to Electronic Information, Services, and Networks

A. General

Internet access and interconnected computer systems are available to ACVS's students and faculty. Electronic networks, including the Internet, are a part of ACVS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. In order for ACVS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may

jeopardize the ability of all students to enjoy such access. While the ACVS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of ACVS's electronic networks will be consistent with the curriculum adopted by ACVS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and, if applicable, library media center materials. Staff members may, consistent with ACVS's educational goals, use the Internet throughout the curriculum. ACVS's electronic network is part of the curriculum and is not a public forum for general use.

IX. Internet Safety

If applicable, each ACVS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

ACVS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]).

B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

- Educating students to be "Net-smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

D. Internet Access Conduct Agreements

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to ACVS's computer system and/or Internet Service (see Student Handbook in Appendix Three).

E. Warranties/Indemnification

ACVS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under

this policy. ACVS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. ACVS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to ACVS and will indemnify and hold ACVS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with ACVS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

F. Violations

Given that IDEA must be adhered to, if any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

TAB 8: BUSINESS PLAN

Business Plan

I. Business Plan

A. Description

An organizing group of founders have written the initial petition for a Charter for Another Choice Virtual Charter School and have recruited and appointed an initial Board of Directors with specific areas of expertise. The Board of Directors is to establish and set forth school policies and rules. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS Charter School to the ACVS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS Charter.

B. Marketing Plan

ACVS will be aggressive in marketing prior to the school opening. Advertisements will be on the web, in local newspapers, radio stations, and with other community partners. ACVS will develop a web site. As per Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements on local radio channels and media outlets that broadcast within, and/or disseminate printed publications within, the attendance area of the public charter school. Marketing will be offered no less than on three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year will be presented. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Advertising for ACVS may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. ACVS website (available after charter approval) that will introduce information about the school.
3. Brochures promoting the curriculum and methods used at ACVS.
4. Public informational meetings about ACVS held in accordance with Idaho Statute §67-23.
5. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

C. Management Plan

1. Operations

ACVS will be organized as outlined in detail under Tab 2, and will generally follow the organizational structure of a multi-grade virtual classroom environment. A virtual environment offers a unique opportunity for the traditional student classroom.

Enrollment shortages in one grade would allow for the possibility of combined grades as deemed appropriate to achieve student learning goals. The Principal will determine the day-to-day operations of the school learning environment including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

3. Class Size

ACVS will be organized to feel and act as a small school with learning clusters typically developed with one to two grade levels per classroom. The general education teacher will typically have a teaching load of 40 students. This may consist of two grade levels or if applicable one subject area. This will be determined based on the most appropriate way to meet the needs of the student population. ACVS plans to offer grades K-12 as the curriculum choices indicate. Teacher assignments will be made based on highly qualified guidelines and student enrollment.

In our initial school year we will have a total student cap of 230 students. We believe that students benefit from uniquely designed learning that can be self-paced; this philosophy can be optimized using the virtual format as well as the curriculum offerings that ACVS offers. Additionally, a Curriculum Coordinator will be employed as a grant funded position for minimally the first three years of operation in order to facilitate more course offerings. The virtual environment makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms with wide ranges of ability levels) into a more positive, energetic, and vibrant place in which to learn. We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities, as well as students who have not benefited from other models of education delivery. Market research of approximately 150 parents of students conducted during the fall of 2007 and 2008, supports our belief that parents want educational options for their students, especially for parents of individuals with different learning styles.

D. Resumes of Directors

The Board was specifically selected for their expertise in a variety of areas. Appendix Five has a full listing as well as the resumes of all board members.

E. Financial Plan

A school that uses a virtual environment has a broad range of initial and ongoing expenses. In order to achieve the educational goals of ACVS a combination of funding sources are required. Ongoing funding sources will include state allocation per student

funding as well as private grants, business collaborations and donations. ACVS determined that a full time grant writer is a highly desired staff member. This position will be initiated minimally in the second year of operation. All these sources will work together for fiscal sustainability of ACVS. Initially ACVS will also be able to access two start-up grants that are offered within the state of Idaho. The allocations and the expected expenditures of these grants, and a very conservative state allocation per student funding allocation have determined the first three years of operation. A detailed listing of how these three funding sources will merge together to support and sustain ACVS, as well as a listing of budget assumptions has been detailed in the first five pages of Appendix Six.

There will be other purchases that will be required in order to fully meet the goals of the charter. These minimal purchases are listed in Appendix Six. Line items for these materials are documented within the Annual Operating Expenses allocations.

F. Start-up Budget with Assumptions

The start-up budgets and assumptions listed within the first five pages of Appendix Six are determined off of minimal state allocation and grant allocations. ACVS anticipate additional revenue from a variety of sources. Two highly feasible sources of additional income can be derived from outsourcing our curriculums. The ELLis Academic™ has potential to be an excellent resource for English as Second Language learners of all ages. This program could be used as a revenue maker for ACVS with other public schools and charters, as well as private individuals. The same could be said for the GED, ACT, and SAT test preparatory curriculum that is available to others through the NovaNet™ curriculum. ACVS anticipate that these curriculums could be used to generate income if needed or desired.

G. Three-Year Operating Budget Form

The three year operating budget form is listed in Appendix Six.

II. Transportation

A. Transportation Services

In a virtual school environment transportation will not be a primary issue. However, the goal of ACVS is to provide a significant amount of social interaction and vocational opportunities with students in order to facilitate social, emotional, and vocational goals. Therefore, in those situations ACVS may provide transportation services to students within our primary attendance area as needed and or requested and agreed upon by the Board.

ACVS, or its contracted designee, may transport any student when it serves to facilitate social, emotional, and/or vocational goals as deemed appropriate for the educational plan when the age, health, safety, and/or educational plan of the student warrants for them to attend. A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school location. ACVS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated point of origin for the trip and will return to the designated point of origin in the bus if applicable. There will be no stops along the designated route to pick up or discharge students without written permission that is signed and dated by the guardian. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip.

III. School Lunch Program

A. Student Nutrition

In a virtual school situation the school lunch may not be an issue. However, when the situation deems it appropriate, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be \$0. However, no student will be denied acceptance into ACVS based on his/her inability to provide lunch. If necessary, ACVS may work with parents, the Idaho Food Bank, or on

their own to provide food services. Meals provided will be subject to the guidelines of the local health district. When it is determined that there are sufficient funds, facility and resources, ACVS may begin offering hot food services and will follow the guidelines listed by the National School Lunch Program.

B. Free and Reduced Lunch

If ACVS develops a school-lunch program, the Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

C. Lunchroom Climate

If applicable, ACVS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

If applicable, ACVS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Recess or break periods will be scheduled to follow lunch periods for all grades.
4. Access to water during mealtimes, in whatever manner is deemed appropriate.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay)

TAB 9: VIRTUAL CHARTER SCHOOL REQUIREMEN

Virtual Charter School

ACVS is a virtual public school. It is deemed virtual because it meets the following definition of a virtual public school in Idaho, “Public virtual school’ means a public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies. ACVS provides families and student a unique way to deliver and receive their educational services that will be adjusted as needed to fully maximize learning for all students. ACVS provides an opportunity to make the 21st century classroom a reality in Idaho for all students.

A. The learning management system by which courses and communication will be delivered is via the Blackboard K-12 School Central TM. ACVS board members have a business relationship with the Blackboard provider. This web system is fully hosted by the provider. The cost of Blackboard School Central is \$15,000 annually. During the first three years of operation this cost will be supported through our State grant funds, after the grant expires this cost will be incorporated into the general budget. Once ACVS has been approved the BlackBoard agreement will be confirmed and purchased.

B. Through the Blackboard K-12 School Central TM system there are significant opportunities to provide an environment for community building as well as to expand the learning opportunities for both the students and the teachers. In many cases professional development will be delivered via the same format the students will be learning in. This format provides a synchronous and an asynchronous learning environment for both teacher and student. The Blackboard learning system and the Blackboard on line community system connect together seamlessly with the Pearson Digital Learning materials to maximize student engagement and learning in all areas and for all grade levels. Through this system home and school connections, as well as Parent Advisory Committees, are strengthen while maintaining flexibility and affordability.

Teachers will be required to attend the Pearson curriculum training. This training will consist of a total of eleven days; seven of those days will be in a face to face onsite format prior to school starting, and four of those days being delivered via the internet. These days will be incorporated into the school calendar.

BlackBoard School Central provides six weeks of intensive on line training with the purchase of the BlackBoard system. The training is taught in a train the trainer format, allowing our full staff to benefit from the expertise of the individuals trained. It has been determined that minimally the IT Specialist and the curriculum developer will receive that training in order to provide the most comprehensive technical support to ACVS teachers.

Teachers are required to have ongoing professional development specifically in the area of on line instruction, as previously identified in Tab Six, Employee Qualifications. Northwest Nazarene University, a community partner, has significant experience in providing on line instruction utilizing the Blackboard™ format. ACVS and Northwest Nazarene University have a collaborative agreement to facilitate all teachers, both general and special education, to receive university credit in online teaching strategies if needed. Boise State University also has an online educational program available.

These courses covers a wide variety of issues including class preparation, fundamentals of online teaching, accountability, assessment, collaboration, and incorporation of various forms of technology.

ACVS teachers are required to make contact minimally twice a week, with their students and/or family members as appropriate. They are required to maintain virtual office hours as well. Contacts may be done via phone, email, face to face meetings, virtual meetings, and on line scheduled phone conferences. Frequent feedback about student progress is vital in order for families to be an active part of their child's education. On line live lessons from teachers and the use of learning coaches will be implemented as needed to ensure student success and to meet the Least Restrictive Environment using a full continuum of services aspect of IDEA.

Attendance is defined as either:

- 1.) actual hours of attendance in ACVS determined on a flexible schedule as determined by the school calendar, or
- 2.) the percentage of coursework completed,
- 3.) in either case the student is required to make twice weekly contact,

Under either definition, the student's time computation must include the actual time the student is engaged in school based activities as outlined by the ACVS teacher/s. This may include supplemental hours in music, art and Physical Education as determined and approved by the ACVS teacher/s. Both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor time usage if needed.

Idaho Code §33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

K	450 hours
Grades 1 -3	810 hours
Grades 4-8	900 hours
Grades 9-12	990 hours

Credit for a course is provided once the class has been completed. Courses have been previously developed through the curriculum choice offerings. School is developed around a traditional school calendar. However, if a student needs addition time to complete their course work an accommodation can be made as long as the course is completed by the end of a 12 month period.

While it is expected that the expansive curriculum offerings will meet most individual student needs, it is possible that more curriculum will be needed based on a student's particular educational requirement. Therefore, a grant funded position of a Curriculum Coordinator will be established for the first three years of operation. This individual will

work with the teachers and the administrator to ensure that all needed courses developed and offered via the BlackBoard™ system. These courses will be retained allowing other students to access these materials over several years. This will enable the teachers to concentrate solely on teaching while using the system and curriculum for individualization on course material as well as course delivery.

The curriculum selected allows the teacher to adapt the curriculum down to the objective level so accommodations can be made for both higher and lower skills as needed for both the individual and the entire class. The BlackBoard™ learning management system allows students and families to access curriculum, grading and assignment information at all times. Additionally, video presentations and other curriculum enrichment materials can be stored and assessed at any time. This can be very beneficial to a student that may need to see the presentation more than once in order to fully understand the assignment. Teachlets, as well as many other advanced forms of visual presentations such as united streaming can all be utilized using this format. Assistive Technology can be easily connected as needed for our students. It is intentional that as with any course, the teacher will prepare the expectations for the course, provide accommodations as necessary, and then grade and disseminate those grades as appropriate. Furthermore, the Blackboard K-12 School Central™ has a component called Safe Assign that protects originality and copyright infringement and teaches students to individualize work. The learning management system is a well thought out product that works seamlessly with many technology based applications.

In order to provide social experiences opportunities for students to work together in a face to face format will be available on occasion. An Activities Coordinator will facilitate those endeavors. Within the Blackboard K-12 School Central™ students will be able to collaborate in a group within the on line environment with the Wimba Collaboration Suite.

Teacher and parent involvement in student learning is necessary. Through ACVS students can have a personalized learning plan designed in conjunction with the student,

teacher, and parent. The learning plan can be determined quickly using the BASI: Basic Achievement Skills Inventory that is incorporated within the NovaNet™ curriculum package. This assessment is delivered via internet and provides a complete norm and criterion referenced achievement test. If the student requires further assessment, testing and further plan development will be completed with an IEP or a 504 accommodation as needed.

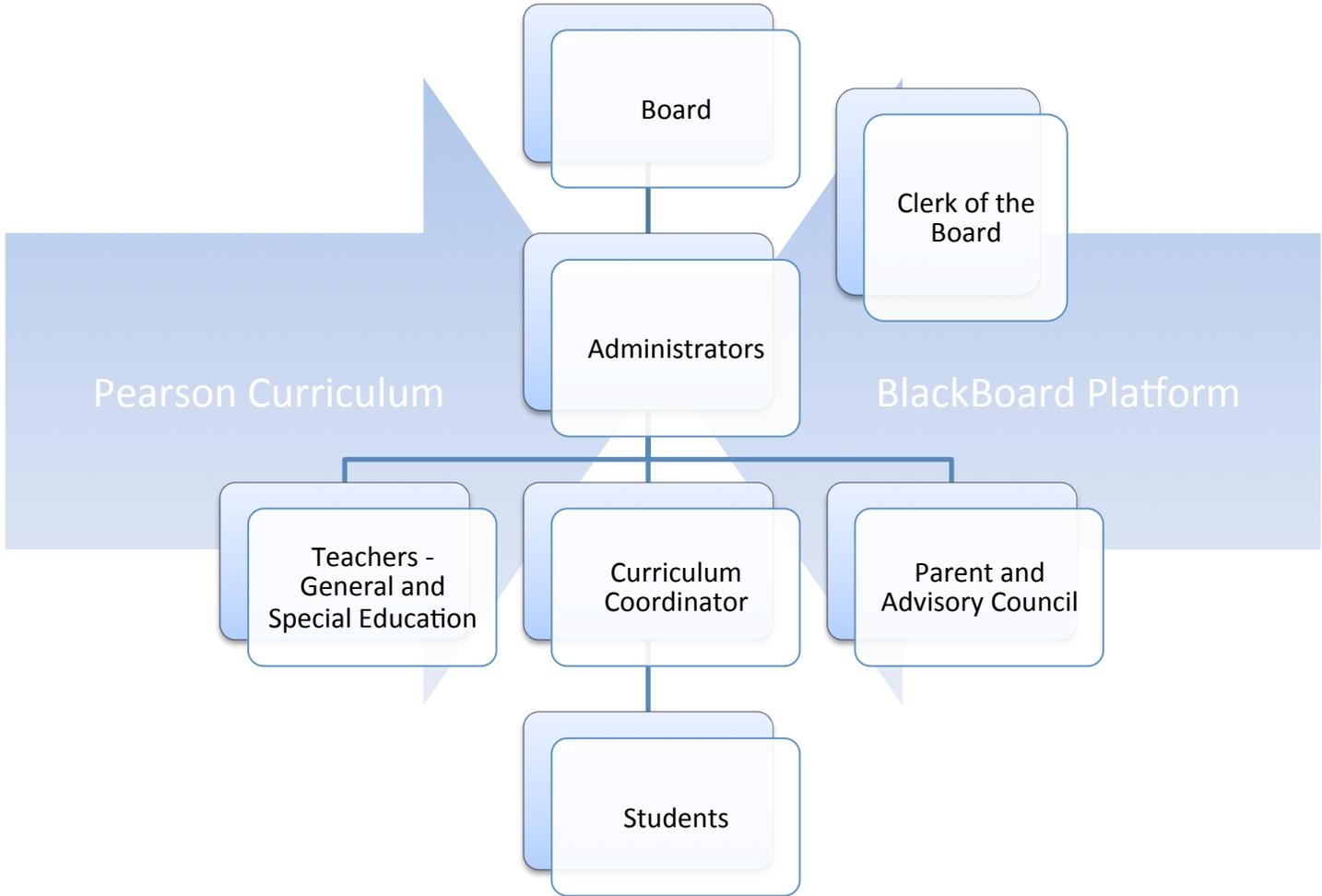
As stated, both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor the duration of time the program is used, as well as frequency of accessing materials. Without question teachers will be grading assignments as they would in any school situation, however, with both of these programs grading is minimized due to the technology.

The Blackboard K-12 School Central™ organization assures security, availability, and reliability in accessing their program. Blackboard provides minimal technical support for the hardware and software as it relates to that program. Teachers will be trained in the platform and curriculum prior to the start of school and will be able to assist students with basic questions and issues. The Blackboard K-12 School Central™ is a fully hosted management system. However, it is expected that using a virtual school format technical support will be required. Therefore, ACVS has designated a full time position to provide onsite technical assistance and/or support as it relates to curriculum and teaching or learning activities surrounding the technology. ACVS has additionally designated an additional .5 FTE for an Assistive Technology Coordinator. This individual's duties include working with individuals with special needs that may need more assistance on maximizing their learning by using assistive technology.

ACVS will obtain computers through a contract with Computers for Kids. This is a nonprofit organization that works with Idaho's children and schools to ensure that a computer is available for them at low cost. We will be fiscally responsible by using family computers if the family so desires. Ultimately, ACVS will ensure that all students have access to computers that have the necessary system requirements, and the online

ability needed, to access all educational material. Computers will be considered loaned to the student and will be required to be returned to ACVS within 15 days of exiting our program for any reason. A \$20.00 monthly stipend for nine months of the year will be provided to each student for internet access in their home. If more than one child lives in the same home only one stipend will be provided to the house. The cost for this is documented within grant expenses for the first year, and then absorbed within the general budget thereafter.

A visual representation of how all the components of ACVS work together is shown below.



TAB 10: BUSINESS PRACTICES

Business Practices

I. Business Arrangements

A. Facilities Contract

ACVS has a commitment and contract with two possible community providers for specific locations. In both locations ACVS students and staff will have access to facilities on their campus to accommodate our needs and educational purposes if applicable. Lease costs have been incorporated into the budget. Both locations have been outlined in Tab Two, Facilities. ACVS will be aggressive in working with our community partner with property located on Middleton and Roosevelt Avenues for the specific reason this location would have a larger square footage and would allow ACVS to be able to have a larger computer lab and actual library. Our budget reflects the expectation that during the initial year we will be in a smaller office and small computer lab location. It is expected and realistic to expect to pay between \$12 and \$15 per square foot. We currently have a commitment from our community provider for a location.

B. Curriculum Contract

ACVS has chosen to contract with Pearson Digital Learning for an extensive curriculum package. This contract is in Appendix Six. ACVS additionally expect their teachers, in their effort to teach students using the State standards may need additional choices in order to reach our goal of providing an excellent educational environment. Therefore, a grant funded position of a curriculum coordinator has also been budgeted. That individual will work with the teachers to ensure that ACVS has a wide range of creative teaching materials available. Students attending ACVS will be able to benefit from their education from the first day of school.

C. Transportation Contract

ACVS does not plan at this time to have an outside transportation contract as school will primarily be delivered in the virtual format.

D. Meals Contract

ACVS does not plan at this time to have an outside provision of meals contract as school will primarily be delivered in the virtual format.

E. Legal, Accounting, and Independent Auditor Contracts

ACVS does plan on securing legal, accounting, and independent auditor contracts. ACVS will work with Ripley Doorn & Company Certified Public Accountants for their auditing needs. Additionally, the legal representative will be from the offices of Carl Hamilton Law Offices.

II. Additional Information

A. State Compliance

ACVS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation. Accounting records will be in accordance with State Department of Education requirements using the Idaho Financial Accounting Reporting Management System. Documentation of a bonding of all personnel involved in financial operations will be provided prior to the start of school. ACVS will purchase a computer program called 2M Software. The invoice is provided in Appendix Six. This software works in conjunction with the financial reporting requirements of our state.

ACVS will conduct an independent financial audit annually. Ripley Doorn, C.P.A. has confirmed they will do our audits if the Board so desires.

Expenditures will be determined by the Principal. If needed, checks will be written by the Clerk. Three individual Board members will be approved as signers on the ACVS bank account. All checks will have two signatures documented.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which ACVS is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. Visit ACVS;
2. Review ACVS's records and data;
3. Directly survey ACVS's parents, students, or employees;
4. Audit the books of ACVS;
5. Pursue other reasonable means of determining accountability for ACVS contract.
6. A monthly cash flow will be available to the Commission if requested.

III. Plan for Termination

It is the responsibility of the Board of ACVS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and ACVS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against ACVS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by ACVS.

A. Dissolution

Dissolution of ACVS will be conducted by ACVS's Board and will follow the Articles of Incorporation as stated under Tab 1. In the event of dissolution of the school, all parents will be notified in writing. ACVS will offer advice in the placing of students in alternate education settings.

B. Disposal of Assets

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114

and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in the Articles of Incorporation. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes” (Reference Articles of Incorporation).

C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

It will be the ultimate responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

APPENDIX ONE

APPENDIX TWO

APPENDIX THREE

APPENDIX FOUR

APPENDIX FIVE

APPENDIX SIX

Appendix D: Articles of Incorporation and Bylaws

ARTICLES OF INCORPORATION

OF

Another Choice Virtual Charter School, Inc.

IDAHO SECRETARY OF STATE
11/07/2008 05:00
CK: 169228 CT: 172099 BH: 1143612
1 @ 30.00 = 30.00 INC NONP # 2

C180749

To the Secretary of State of the State of Idaho:

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, under and pursuant to the provisions of the Idaho Nonprofit Corporation Act (Title 30, Chapter 3, Idaho Code), submits the following articles of incorporation:

ARTICLE I

The name of the Corporation shall be Another Choice Virtual Charter School, Inc.

ARTICLE II

The purpose for which the corporation is organized is to be a school. The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the Corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as permitted by section 501(h) of the Code, if applied to the Corporation) and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE III

The street address of the registered office shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

The name and address of the registered agent is as follows:

NAME	ADDRESS
Laura Sandidge	809 W. Riverstone Court Nampa, Idaho 83686

ARTICLE IV

The board of directors shall consist of no fewer than three (3) people and no greater than (8) people. The names and addresses of the persons who will serve as the initial Directors until their successors are elected and qualify are as follows:

NAME	ADDRESS
Laura Sandidge, Chairman of the Board	809 W. Riverstone Court Nampa, Idaho 83686
Kim Hunter, Treasurer	712 W. Redwood Lane Nampa, Idaho 83651
Jeri Hyslop, Secretary	11901 Emerson St. Caldwell, ID 83605

The Corporation may accept contributions, gifts, loans (including program related loans) and grants of whatever nature, and may accept contributions, gifts, loans and grants subject to conditions or restrictions as to use or expenditure of income and capital, or may reject any proposed contributions, gifts, loans and grants, all as in the discretion of the Board of Directors shall be determined to be consistent with the purposes for which the Corporation is formed.

As a means of accomplishing the foregoing purposes, the Corporation shall have the power to engage in any lawful act or activity necessary or conducive to the attainment of the purposes hereinbefore set forth; provided, however, that notwithstanding any provision of these Articles or any provisions of law, the Corporation shall not have the power to carry on any activities which would cause it to fail to qualify, or to fail to continue to qualify, as (a) an organization exempt from Federal income tax under section 501(c)(3) of the Code, or (b) an organization contributions to which are deductible under section 170 of the Code.

ARTICLE V

The name and address of the incorporators is as follows:

NAME	ADDRESS
Laura Sandidge Chairman of the Board	809 W. Riverstone Court Nampa, Idaho 83686
Kim Hunter, Treasurer	712 W. Redwood Lane Nampa, Idaho 83651
Jeri Hyslop, Secretary	11901 Emerson St. Caldwell, ID 83605

The powers of the incorporators shall cease upon the filing of these Articles of Incorporation.

ARTICLE VI

The mailing address of the Corporation shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

ARTICLE VII

The Corporation shall not have voting members. The Corporation will have voting directors.

ARTICLE VIII

The Corporation is not organized for profit and shall not have authority to issue capital stock. There will be no payment provided to directors for serving on the Board.

In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall,

except as may be otherwise provided by law, transfer all of the assets of the Corporation in to the Idaho Charter School Commission, once all creditors have been satisfied.

ARTICLE IX

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

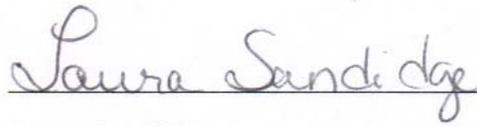
ARTICLE X

The affairs and business of the Corporation shall be managed and conducted by the Board of Directors. The other qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws, except that the number of directors constituting the Board of Directors shall be not less than three (3). The Board of Directors shall have the power to adopt, amend, or repeal the Bylaws.

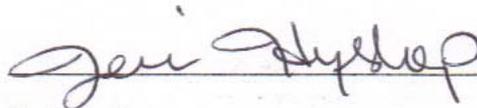
ARTICLE XI

These Articles of Incorporation may be amended by a majority vote of the Directors then in office at any annual, regular or special meeting that meets as prescribed in Idaho Open Meeting Laws. No amendment shall authorize the Corporation to conduct its affairs in any manner or for any purpose contrary to the provisions of section 501(c) (3) of the Code.

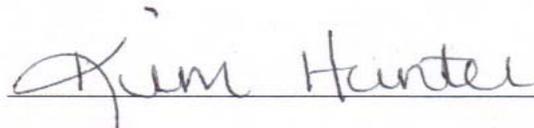
Dated this 15th day of October, 2008.



Laura Sandidge



Jeri Hyslop



Kim Hunter

BYLAWS

OF

Another Choice Virtual Charter School, Inc.

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BY LAWS OF Another Choice Virtual Charter School, Inc.

ARTICLE I

OFFICES

The principal office of the Corporation shall be located at such place, within the State of Idaho, as the Board of Directors shall designate from time to time. The Corporation may maintain additional offices at such other places as the Board of Directors may designate. The Corporation shall maintain a registered office within the State of Idaho at such place as the Board of Directors may designate.

ARTICLE II

EMPLOYEES

“Member” shall also mean stockholder(s) or shareholder(s) the Corporation shall have no members or stockholders or shareholders. “Employee” does not include an officer or director who is not otherwise employed by the corporation.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1: **Powers.** The Board of Directors of the Corporation shall supervise, manage, and control all of the affairs, business activities and policies of the Corporation.

Section 3.2: **Number, Tenure and Qualifications.** The number of directors constituting the Board of Directors shall be not less than three (3) or more than eight (8). The exact number of directors shall be fixed by a resolution adopted by the affirmative vote of a majority of the directors then in office. The initial Board of Directors shall be composed of those directors named in the Corporation’s Articles of Incorporation. Initially those directors shall appoint no more than five (5) additional board members that will represent adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. This shall be done within sixty days, or at the annual meeting of the directors, whichever comes first. All directors shall hold office for a

term of three (3) years and until his or her successor has been duly elected and/or appointed or until his or her earlier death, resignation or removal. Directors may hold consecutive terms. With unanimous board approval a director may choose to hold a one (1) year term in an effort to establish staggered terms.

The Board of Directors will consist of appointed directors and elected directors. All appointed and elected directors must have the approval of fifty percent of the current serving Board of Directors. Nominations for appointed directors may be presented to the Board by either a past or present director or a founding member. Nominations for elected directors may be presented to the Board by either a past or present director or a member of the Parent Advisory Council at-large. The director for both the education and parent perspectives will be elected positions. Nominations and appointments will be discussed during a regularly scheduled meeting when an opening has occurred. Notice of such meeting shall comply with state laws. Elections will be conducted as needed using a mechanism that is accessible to the full body. Notification of the election will be provided to the full body thirty (30) days prior to the election date.

Section 3.3: Resignation. A director may resign at any time by delivering written notice of his or her resignation to the Board of Directors, to the Chairman or to the Secretary of the Corporation. Such resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors deems it appropriate.

Section 3.4: Removal. A director may be removed, with or without cause, at an annual, regular, or special meeting of the Board of Directors by the affirmative vote of a two-thirds majority of the directors then in office. Notice of such meeting shall be provided in writing to each director at least five (5) days before the meeting. A director must be removed if they do not attend a minimum of one fourth of all regular meetings annually.

Section 3.5: Vacancies and Newly-Created Directorships. Vacancies on the Board of Directors resulting from the death, resignation, or removal of a director or from an increase in the authorized number of directors may be filled by an affirmative vote of a majority of the

remaining directors. A director elected to fill any vacancy resulting from the death, resignation or removal of a director shall hold office for the unexpired portion of his or her predecessor's term and until his or her successor has been duly elected or qualified. A director elected to fill a newly-created directorship shall hold office for a term of three (3) years, or for such shorter period as the Board of Directors may provide when electing such director, and until his or her successor has been duly elected or qualified.

Section 3.6: **Compensation.** Directors shall not receive compensation for their services as directors, but by resolution of the Board of Directors, expenses of attendance, if any, may be reimbursed to a director for each special or regular Board meeting that he or she attends.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1: **Regular Meetings.** Regular meetings of the Board of Directors may be held at such times and at such places, as may from time to time be determined by resolution of the Board. It is expected that meetings will be held monthly unless the Board has determined this is not appropriate. The Board of Directors may authorize the Chairman to fix the exact date and place of each regular meeting, in which case notice of the time and place of such regular meetings shall be given in the manner provided in Section 11.1 herein.

Section 4.2: **Special Meetings.** Special meetings of the Board of Directors may be called at any time by the Chairman and shall be called by the Chairman or the Secretary at the request of any two directors. Special meetings may be held at such place, within the State of Idaho, and at such time as shall be specified in the notice of meeting, given in the manner provided in Section 11.2 herein.

Section 4.3: **Quorum.** A majority of the current directors in office shall constitute a quorum for the transaction of business. The action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors, except as otherwise provided by law, the Corporation's Articles of Incorporation or these Bylaws.

Section 4.4: **Conduct of Meetings.** The Chairman of the Board shall preside over meetings of the Board of Directors using Robert's Rules of Order as a guideline for professionalism. The Secretary or their designee shall act as Secretary of the meeting.

Section 4.5: **Electronic Meetings.** A director may participate in a meeting of the Board of Directors by means of conference telephone or similar means of communications by means of which all directors participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 4.6 shall constitute presence in person at the meeting.

Section 4.6: **General Powers as to Negotiable Paper.** The Board of Directors shall, from time to time, prescribe the manner of signature or endorsement of checks, drafts, notes, acceptances, bills of exchange, obligations and other negotiable paper or other instruments for the payment of money and designate the officer or officers, or agent or agents, who shall from time to time be authorized to make, sign or endorse the same on behalf of the Corporation.

Section 4.7: **Powers as to Other Documents.** The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute or deliver any instrument in the name of the Corporation. Such authority shall be in writing and may be general or confined to specific instances. When the execution of any contract or instrument has been authorized without specifying the exact officers authorized to execute such contract or instrument, the Chairman or the Vice Chairman may execute it on behalf of the Corporation.

ARTICLE V

COMMITTEES

Section 5.1: **Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the directors then in office, may designate one or more committees, each of which shall consist of one (1) or more directors, which committees, to the extent provided in said resolution and not restricted by law, shall have and exercise the authority and act on behalf of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have power to (i) approve dissolution, merger or the sale,

pledge or transfer of all or substantially all of the Corporation's assets, (ii) elect, appoint or remove directors or fill vacancies on the Board or any of its committees, (iii) adopt, amend or repeal the Corporation's Articles of Incorporation, or (iv) adopt, amend or repeal the Corporation's Bylaws. Such committee will keep a record of its proceedings and report to the Board in a timely manner as required by the Board. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.2: **Term of Office.** Each member of a committee shall continue as such until his or her successor is appointed, unless the committee shall be sooner terminated, or until his or her earlier death, resignation or removal.

Section 5.3: **Chairman.** One member of each committee shall be appointed Chairman of the committee.

Section 5.4: **Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.5: **Rules.** Each committee adopts the rules of ACVS for its own government that is consistent with these Bylaws.

Section 5.6: **Electronic Meetings.** A member of a committee may participate in a meeting of a committee by means of conference telephone or similar means of communications by means of which all committee members participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 5.6 shall constitute presence in person at the meeting.

ARTICLE VI

OFFICERS

Section 6.1: **Officers.** The officers of the Corporation shall minimally consist of a Chairman, Treasurer, and a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these Bylaws shall have the authority to perform the duties prescribed, from time to time, by resolution of the Board of Directors. The same individual may simultaneously hold more than one office.

Section 6.2: **Term of Office.** The term of office of all officers shall commence upon their election or appointment and shall continue until the regularly scheduled meeting of the Board of Directors of the Corporation held during the third calendar year of the officer's election or appointment and thereafter until their respective successors are chosen or until their earlier resignation or removal.

Section 6.3: **Chairman.** The Chairman shall be the principal executive officer of the Corporation and shall, if present, preside at all meetings of the Board of Directors. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation and shall see that the resolutions and directives of the Board of Directors are carried into effect except in those instances in which responsibility is assigned to some other person by the Board of Directors. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Corporation or a different mode of execution is expressly prescribed by the Board of Directors, he or she may execute for the Corporation any contracts or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the Secretary or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. He or she may vote all securities which the Corporation is entitled to vote except to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors.

Section 6.4: **Vice Chairman.** If applicable, the Vice Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman and shall perform such other duties as the Board of Directors shall prescribe.

Section 6.5: **Secretary.** The Secretary, or his/her designee, shall attend all meetings of the Board of Directors of the Corporation and record all votes and the minutes of all proceedings in the minute book of the Corporation. The Secretary, or his/her designee, shall give, or cause to be given, notice of all meetings of the Board of Directors of the Corporation for which notice may be required, and shall perform such other duties as may be prescribed by the Board of Directors or the Chairman, under whose supervision the Secretary shall act.

Section 6.6: **Treasurer.** If the Board determines, the Treasurer, or his/her designee, shall have custody of the funds and securities of the Corporation, shall keep full and accurate accounts of receipts and disbursements in financial books of the Corporation and shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such bank or depositories as may be designated by the Board of Directors. The Treasurer, or his/her designee, shall be charged with the disbursement of funds of the Corporation, including, without limitation, distributions authorized by the Board of Directors in furtherance of the charitable purposes of the Corporation. The Treasurer shall render to the Chairman and to the Board of Directors, at the regular meetings of the Board of Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

Section 7.1: **Indemnification.** The Corporation shall, except as provided in or limited by Section 7.3 herein, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, and shall advance expenses to such person reasonably incurred in connection therewith, to the fullest extent permitted by the relevant provisions of the

Idaho Nonprofit Corporation Act, as such law presently exists or may hereafter be amended. The Corporation shall be required to indemnify a person in connection with a proceeding initiated by such person only if the proceeding was authorized by the Board of Directors.

Section 7.2: **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article VII.

Section 7.3: **Certain Limitations on Indemnification.** At any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Internal Revenue Code of 1986 as it presently exists or may hereafter be amended (the “Code”), then, during such time, no payment shall be made under this Article VII if such payment would constitute an act of self-dealing or a taxable expenditure as defined in Sections 4941(d) or 4945(d), respectively, of the Code or under the comparable or corresponding provisions of any future United States internal revenue laws.

ARTICLE VIII

BOOKS, RECORDS, CONTRACTS AND CHECKS

Section 8.1: **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

Section 8.2: **Contracts and Other Documents.** The Board of Directors may, except as otherwise required by law, the Corporation’s Articles of Incorporation, or these Bylaws, authorize any officer or officers, agent or agents of the Corporation, in addition to the Chairman, to enter into any contract or execute and deliver any instrument or document in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. The Board may delegate this power to the Chairman, on such terms as it prescribes.

Section 8.3: **Checks, Drafts, Loans, Etc.** All checks, drafts, loans or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by two (2) such officer or officers, agent or agents of the Corporation and in such manner as shall be from time to time determined by the Board of Directors. The Board may delegate this power to the Chairman, on such terms as it prescribes. In the absence of such determination, such instruments shall be signed by the Treasurer and the Chairman. No loans shall be made by the Corporation to its directors or officers, and the Corporation shall not guarantee the obligation of a director or officer of the Corporation.

Section 8.4: **Conflict of Interest.** There is a Duty to Disclose in connection with any actual or possible conflict of interest when an interested person may have a financial or personal interest in a matter. Disclosure must be made to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. After disclosure of all material facts, and after any discussion with the interested person, he/she may leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Presentation, discussion, and full review of possible conflicts will receive due diligence. The organization's best interest is of importance. If, after hearing all response and after making further investigation as warranted by the circumstances, the governing board or committee determines if there has been a failure to disclose an actual or possible conflict of interest, and appropriate disciplinary and corrective action will ensue. If applicable, there will be full compliance with the Ethics in Government Act.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Corporation shall be July 1 to June 30.

ARTICLE X

SEAL

The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal, State of Idaho."

ARTICLE XI

NOTICE

Section 11.1: **Notice of Regular Meeting.** Meeting Notice must be posted five (5) or more calendar days prior to the meeting date, as per Idaho Code § 67-2343. Agenda Notice must be posted at least 48 hours prior to the meeting, as per Idaho Code § 67-2343. Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

Section 11.2: **Notice of Special Meeting.** Meeting and Agenda Notice must be posted at least 24 hours prior to the meeting date, as per Idaho Code § 67-2343(2). Notification must be provided to the news media as per Idaho Code § 67-2343(2). Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

ARTICLE XII

AMENDMENTS

These Bylaws may be amended, altered or repealed and new Bylaws may be adopted by a majority vote of the directors then in office at any regular or special meeting for which each director receives at least five (5) days written notice, stating that the purpose, or one of the purposes of the meeting, is to consider a proposed amendment to the Bylaws and containing or accompanied by a copy or summary of the amendment or stating the general nature of the amendment.

* * * * *

I certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors by unanimous consent on 15th October, 2008, and that they are currently in effect.

Geni Nylof
Secretary

11-12-08
Date

* * * * *

Appendix E: Public Charter School Closure Protocol

**CLOSURE
PROTOCOL**

August 2013



Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

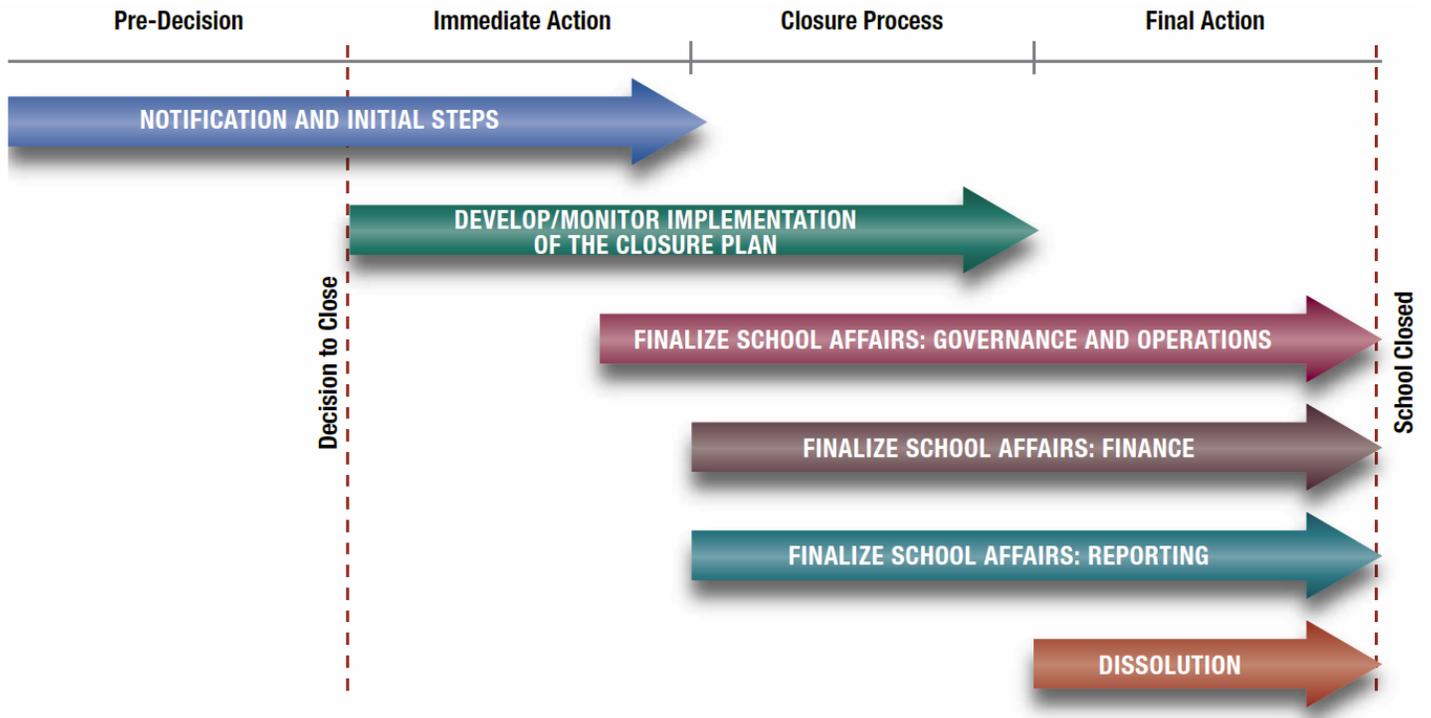
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Heritage Academy, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on **August 5, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

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

WHEREAS, the School’s charter was renewed on **February 7, 2017** for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 2017**, and shall continue through **June 30, 2022**, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership 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: Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.
- B. Grades Served.** The School may serve students in Kindergarten through grade 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the SEM are as follows:
 - The Total Talent Portfolio
 - Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression.
 - School personnel (teachers, counselors, etc.) review students’ portfolios and use them to provide individualized instruction and support.
 - Enrichment Clusters
 - Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks, and typically meet once per week.

- Students work as individuals or in small groups to produce products or services that solve real-world problems and benefit the students, their school, or the larger community.
- **Strong character development program**
 - Each month, teachers address one of the six Integrity Initiative characteristics with their classes.
 - Students are consistently recognized for their demonstration of strong character traits.
- **Safe environment**
 - Students are provided with a safe school facility.
 - Students have access to adults willing to listen and protect students' safety.
 - Students are provided with education and tools to encourage safe behavior among themselves.
 - A strong, anti-bullying policy will be enforced.

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 B. 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.

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 450 students. The maximum number of students who may be enrolled per class/grade level shall be as follows: 50 students per grade level, with a maximum of 25 students per class for kindergarten through grade 6.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 & beyond
K	25	50*	50*	50*	50*	50*	50*
1	25	50	50	50	50	50	50
2	25	25	50	50	50	50	50
3	25	25	25	50	50	50	50
4	25	25	25	25	50	50	50
5	25	25	25	25	25	50	50
6	25	25	25	25	25	25	50
7	0	50	50	50	50	50	50
8	0	0	50	50	50	50	50
Total	175	275	350	375	400	425	450

*Kindergarten enrollment is limited to one a.m. and one p.m. class of 25 students each.

- 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.

- D. School Facilities.** 500 S. Lincoln Ave, Jerome, Idaho, 83338. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

- E. Attendance Area.** The School’s primary attendance area is as follows: The Jerome School District boundaries.

- 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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.

- 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. 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 _____, 20_____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Heritage Academy School Board

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Performance Framework**
- Appendix C: Charter**
- Appendix D: Articles of Incorporation and Bylaws**
- Appendix E: Public Charter School Closure Protocol**

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, HA's ISAT proficiency in each subject area will meet or exceed the percentage of Jerome School District students, in all tested grades 3-8, who scored proficient or above. Proficiency rates will be based on the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. By June 30, 2020, HA's continuously enrolled student population will achieve "meets standard" or better on the criterion-referenced academic growth measures contained in the performance framework adopted by the Commission in 2017. For purposes of this condition, "continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation . . . A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

Regardless of whether or not HA agrees to fulfill the specific conditions above, HA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Heritage Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.		
Key Design Elements	<p>Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:</p> <p>The Total Talent Portfolio</p> <ul style="list-style-type: none"> ● Each student completes a portfolio at the beginning of the year which provide information about their strengths, interests, learning styles, and styles of expression. ● School personnel (teachers, counselors, etc.) review students’ portfolios and use them to provide individualized instruction and support. <p>Enrichment Clusters</p> <ul style="list-style-type: none"> ● Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. ● Students work as individuals or in small groups to produce products or services that solve real-world problems. <p>Strong character development program</p> <ul style="list-style-type: none"> ● Each month, teachers address one of the six Integrity Initiative characteristics with their classes. ● Students are consistently recognized for their demonstration of strong character traits. <p>Safe environment</p> <ul style="list-style-type: none"> ● Students are provided with a safe school facility. ● Students have access to adults willing to listen and protect students’ safety. ● Students are provided with education and tools to encourage safe behavior among themselves. 		
School Location	500 S. Lincoln Ave Jerome, Idaho, 83338	School Phone	(208) 595-1617
Surrounding District	Jerome School District		
Opening Year	2011		
Current Term	July 1, 2017-June 30, 2022		
Grades Served	K-8		
Enrollment (Approved)	450	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)

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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			Heritage Academy has opted out of including Mission Specific Goals.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
Measure 2a	Do math proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Jerome School District will be used for comparison purposes.				
Measure 2b	Do ELA proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Jerome School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
Result	Points Possible	Points Earned																		
	76-100	0																		
	51-75	0																		
	26-50	0																		
	0-25	0																		
		0																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
Result	Points Possible	Points Earned																		
	76-100	0																		
	51-75	0																		
	26-50	0																		
	0-25	0																		
		0																		

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
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		0															
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>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 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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		0															
Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance 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.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
15												
0												
	0											
<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
15												
0												
	0											

OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

Heritage Academy

2011-2012 Idaho Charter School Petition

Name of Proposed Charter School: Heritage Academy, Inc.

School Year Petitioning to Open the Charter School: 2011-2012

School District Affected by Attendance Area: Jerome School District

Facility Location: Jerome, Idaho

Authorized Representative: Kelly Bangerter

500 South Lincoln

Jerome, ID 83338

(208) 595-1619

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Tab 1: Mission Statement, Corporate Organization, & Signatures of Proof

Vision Statement

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

Mission Statement

Heritage Academy will allow students to participate in instruction leading them to develop meta-cognitive skills. Those skills will allow them to learn how to solve real-life problems and organize information. Our students will graduate with skills in both the core content areas and in critical thinking that lead to success in school, the workforce and the community.

Signatures & Proof of Qualification

See, Appendix A – Qualified Electors

For Articles of Incorporation and corporate Bylaws, please reference Appendix C.

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

Target Student Population

Heritage Academy will open in the fall of 2011 within the boundaries of the Jerome School District and will serve a maximum of 175 students in grades K-6. For more information on the educational atmosphere and demographics, please reference Appendix J – Market Analysis. We Project full enrollment of one class per grade in grades K-4 and one combined class of 25 for 5th and 6th grade. Heritage Academy in year two will increase the Kindergarten class size to a cap of 25 students in the A.M. class and cap of 25 students in the P.M. class. Heritage Academy, starting in year two, will also have the option to add one additional class per year starting with grade 1, if the application numbers justify these additions in grades 1-6, with a cap of 25 students per class. As enrollment numbers increase, Heritage Academy will expand the grade offering to grades K-8 in subsequent years as determined by the board of directors, and as application numbers justify these additional grades. In the 7th and 8th grades, Heritage Academy will have a cap of 50 students per grade. As Heritage Academy's program matures, and in the event it is in the best interest of Heritage Academy, the board may seek approval from the IPCSC to serve additional grades.

North Boundary: 900 North Road (Northern Jerome County Boundary)

East Boundary: 500 East Road

South Boundary: Golf Course Rd (700 South) (Southern Jerome County Boundary)

West Boundary: 500 West Road (Western Jerome County Boundary)

Distinguishing Features

A fundamental element of Heritage Academy is personal improvement. We realize that we live in a dynamic society where things are always changing. Heritage Academy's goal is to seek out the best and incorporate it into our school. Emphasis will be placed on utilizing methods and ideas that are founded in research. The governing Board will create a yearly plan that will address the goals and philosophy of the school. This will ensure the school focuses on its

primary objectives and that all goals are consistent with the founder's vision of the school. These goals will be reviewed bi-annually to assess progress and make revisions as necessary. Goals will be measurable and specific to easily identify achievement.

The administration and faculty will model our vision of personal improvement. Each employee will create a Professional Development Plan in which he/she will address interests and goals. These improvement plans will be an important part in evaluating a teacher's effectiveness. Specific expectations will be established to help an employee identify measurable goals, such as meeting Core Knowledge Curriculum goals and state standards. We will also encourage teachers to set personal interest goals based on research, continuing education and school leadership. Any areas for improvement identified by the Administrator will also be addressed in this plan. Bi-annual review of these plans will allow for assessment and personal improvement. The goal of these assessments will be to provide teachers and faculty with feedback, encouragement and support.

As modeled at all levels, students will also participate in a personal improvement plan program. With the help of teachers and parents, each student will create a plan and set goals for his/her education. Guidance will be provided to assist them in choosing age-appropriate and measurable goals, however students will be encouraged to be creative and explore personal interests. Specific goals will be set to ensure that all students are learning and meet established state standards. Measurement of some of these goals will be based on mastery of material and acceptable performance on established tests of skill and knowledge, however each student will also create a Total Talent Portfolio that will highlight achievement of goals and success that cannot be measured by tests. This portfolio will focus on achievement of character, leadership, self-confidence, and other important life-skills. It will be an opportunity for a student to showcase what they value individually. Total Talent Portfolios will also be used to form Enrichment Clusters. Portfolios and Improvement Plans will be reviewed twice a year to allow students, parents and teachers to assess progress and identify areas that need more attention. Students will learn to assess their own progress and accept responsibility for their accomplishments.

Parent involvement in a student's education is a high indicator of success. We believe parents are the best resource we have as a school and will expect them to participate in our Personal Improvement Plan program relative to their children's education. Parents are not required to complete this plan as a condition of their child's enrollment, but every effort will be made to encourage parent involvement in the program. At the biannual parent/teacher conference, parents will be asked to model appropriate goal setting and honest self-evaluation. Parents will be asked to complete a personal improvement plan that will be included in the student's portfolio and will be reviewed at each conference.

Parent goals should reflect their plans to support their child and be involved in his/her education. They should also identify specific ways the parents will support and be involved in the school community. They may include a commitment to help students be on time, to read with students every day, to volunteer in classrooms, to serve on the Governing Board or Parent Organization, etc.

Potential Impact on District

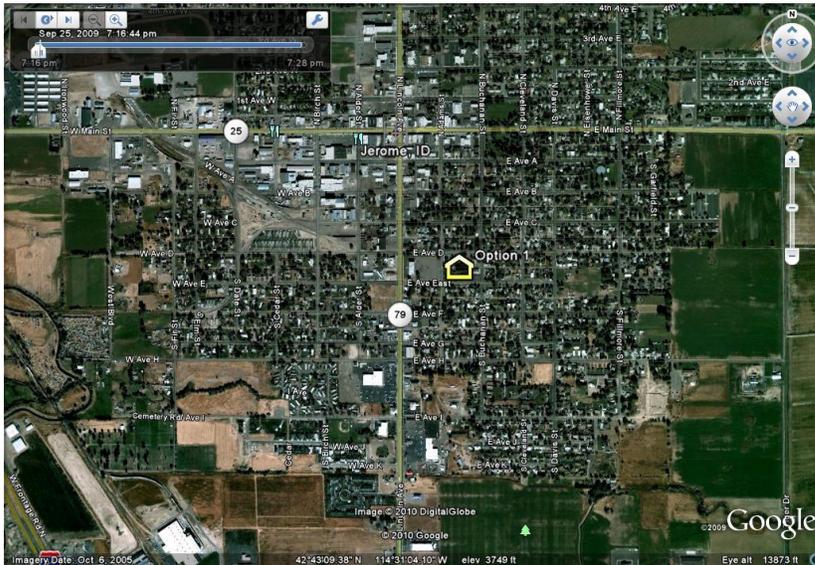
No funding for Heritage Academy will be provided by Jerome School District or any other individual traditional school district funds. Jerome School District has the capacity to acquire additional funding through levies and bonds, regardless of the student population. While Jerome School District will not receive the ADA funding for students enrolled full-time at Heritage Academy, the School District will avoid the direct costs associated with providing educational services to students that choose to attend our school. There is a significant benefit to the School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. For example, Horizon and Jefferson Elementary schools both utilize portable classroom space because their facilities are too small to accommodate their students. This fact, coupled with the School District's recent failed bond levy, indicates that the addition of a new choice in public education would not only provide choice, but also relieve some of the strain placed on the district's resources. (For more information on the educational climate in our district/county, please see Appendix J – Market Analysis). There is no financial support that would be provided by the traditional School District for students that attend Heritage Academy. Further, as is often the case, Heritage Academy anticipates that many of the students that enroll at the school will come from a home-schooling background; a fact that will lessen the impact of the school on the district.

Facilities

As Heritage Academy founders, we recognize the importance of finding and preparing a school facility to house our program. We also acknowledge the challenges charter schools face when entering this phase of their development. While Heritage Academy, Inc. does not have the financial ability to secure land and finance the construction of a new school facility, we have identified several facility options.

Option 1. Over the past several months, we have worked to identify more concrete options to locate our facility. During this process, we have worked with several land owners in an effort to specify our needs and reach agreement on terms that would be mutually beneficial. (See Appendix K for supporting documentation/letters of intent). Our first and best option in this regard would be to enter into a short term land lease with a private school located on Lincoln Ave

in the center of Jerome (See Option 1 on Map below). The school's Board of



Directors have met, discussed, and voted to execute a letter of intent to sub-lease a portion of their campus to Heritage for \$1,000/per month for a minimum term of two years (see Appendix K). As part of the process to assess this location's viability, we have discussed zoning requirements with the city. The

location is already zoned Public or Semi-Public, and due to the fact that it is currently being used as a school, it already has a special use permit allowing this use. Another significant benefit is the fact that the vast majority of infrastructure is already in place. This will significantly reduce site prep and modular prep costs.

We have contacted a modular classroom supplier to verify our transportation, set up, skirting, block and level, and monthly rental charges to set up our campus. These numbers are reflected in our budget and a supporting letter is attached in Appendix L. Our plan is to lease the eastern portion of the property to locate modular units. Due to city requirements, the fact that this site is already properly zoned, provides us with added convenience when planning our modular campus. In fact, the only city requirement for bringing on modular units will be paying for the permit. (We recognize there will be inspections and other similar costs, but we will not be required to seek specific council approval for our intended use.)

The portion of the property we intend to utilize is a large unused parking area, with all curbing, sidewalk, and utilities on site. We recognize and have already considered one drawback to this location: confusion with the private school. However, because Jerome is a small community, we believe a joint effort with the private school, the district, and our founders will ensure that members of the community are informed of the distinction and their option to attend Heritage Academy.

Option 2. Another option is to purchase or lease land and contract with modular classroom supplier at Crossroads Point. We have been in negotiations with owners/investors that would be willing to assist us in the event that a purchase is necessary; however, after our discussions with the owners of Option 1, we are

confident that this will not be necessary. In an effort to exhaust other options, we have contacted the developer of Crossroads Point in Jerome, Idaho, and he has expressed a willingness and excitement about the prospect of bringing a choice in public education to this development. Crossroads Point is located near the interchange of US Highway 93 and Interstate 84. This location will provide easy access to the student population that resides within Jerome and surrounding communities. Within this mixed use development, we have identified several potential sites for the school. In an effort to share open space and create a larger feel for the site, we have looked into the possibility of sharing designated park space with the city as well.



Heritage Academy will ensure that its school facility is designed and constructed to be accessible to and usable by individuals with disabilities. We have also contacted several modular classroom suppliers who have expressed their desire to submit proposals for our facility needs. We acknowledge that compliance with ADA guidelines is mandatory for any new (or remodeled) charter school facility, and we will ensure appropriate design decisions for accommodating the needs of disabled individuals as well as meeting all other applicable zoning and building code requirements.

In our community, there are many locations that are unimproved tracts of land at or near the necessary public utilities. Several of which have executed letters of intent to enter negotiations upon approval of our charter. A modular campus is most likely the best option for our first several years. Regardless of the option the Board chooses, use of a facility as a public school is a conditional use in most zones. Several board members and founders have extensive experience with the city processes associated with conditional use permits as well as other permitting issues surrounding the development of land. Our budget assumptions reflect our estimates on the cost of erecting a small modular campus. Facility expenses include \$16,632 in estimated delivery costs, \$10,675 in skirting, \$3,150 for installation of handicap accessible ramps and handrails, \$18,515 for block and leveling, \$4,550 for anchors, \$127,127 for leased units beginning in August 2011, and \$50,000 for necessary infrastructure and permitting.

Option 3 In the event we are unable to reach an agreement under options reference listed above or other circumstances preclude Heritage Academy from constructing a modular campus at that location, we have identified a second location to lease approximately 11,000 square feet on a potential classroom



space. This location is easily accessible from Highway 93, provides ample parking, and the current owner is willing to make the necessary improvements in the event an acceptable lease term can be reached.

Option 4. For our fourth option, we have identified an alternative location off Lincoln St. at 900 South. This option provides more space and a lower cost per square foot than option 3, but the facilities would require tenant improvements to accommodate our needs. The facility consists of approximately 35,000 square feet, and could easily provide the needed space to operate our program. In our efforts to determine the feasibility of utilizing this space for our program, we have met with the owner's agent on several occasions and discussed the option of occupying only a portion of the building as the school. This would lower the costs associated with leasing the site and allow Heritage Academy to allocate additional monies to retrofitting the facility to meet our needs. This facility is located on a major arterial road running through the middle of Jerome and would provide an excellent access (ingress/egress) for residents in our community.



Administrative Services

Instructional Leader

Heritage Academy recognizes the Administrator as the key leader responsible for implementing institutional procedures and policies. The Administrator is accountable to the Board of Directors and is critical in the development of

curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Administrator.

Administrator's Responsibilities:

1. Establish and maintain a coordinated and challenging curriculum which implements an effective emphasis on technology integration.
2. Supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
7. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
8. Perform other duties as assigned by the Board of Directors.
9. Some duties may be shared/delegated to the Vice-Principal.

Because the Administrator plays a key role in the successful daily operation and overall performance of the school, Heritage Academy seeks the most qualified individuals for this position. An ideal candidate for the Administrator position at Heritage Academy would have the following background and education: (i) a graduate degree in educational administration and state certification as a K-12 administrator or superintendent; (ii) Preferably a minimum of three years experience as a school administrator; and (iii) a Strong background/understanding of technology and technology instruction a plus. The Administrator position will be evaluated semi-annually by the Board, based on mutually agreed upon metrics and criteria.

[Special Education Coordinator](#)

Heritage Academy will hire the appropriate special education staff as indicated by the needs of the enrolled student population. The Special Education teacher will

coordinate all special education related services and preside at all IEP meetings and initial team staffing meetings. The Special Education Coordinator must possess the education, skills and credentials of a special educator who can work with appropriate professionals (school psychologist, speech and language pathologist, etc.) to select, administer and interpret assessments for determining special education eligibility. In addition, the Special Education teacher will provide support and training (or coordinate trainings) for Heritage Academy's Administrator and staff regarding the Individuals with Disabilities Education Act, the Idaho Special Education Manual and special education rules and requirements for Idaho public schools.

Employment Issues

All recommendations for hiring and firing of Heritage Academy employees, except for the school Administrator, will be made by the school Administrator and subject to approval by the responsibility of the Board. The Heritage Academy Board of Directors will be responsible for hiring a school Administrator and for any personnel actions directly involving the school Administrator. The Administrator, teachers, and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All hiring will be approved through the Board, and candidates will be offered positions at Heritage Academy only upon Board approval.

Management of School Equipment & Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis, with the Director determining the "need." Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with Heritage Academy's Fiscal Policy.

Governing Board

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Administrator and school employees. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

Preparation and Completion of Federal and State Reports

Under the Board's direction, the Administrator will provide timely completion and submittal of state and federal reports. Reports may be reviewed for approval by the Board before submission.

Head Secretary

The head secretary acts as a front-line information resource to students, faculty and staff, and must provide quality customer service to the public, students, parents and other Heritage Academy staff. The secretary will also work to assist and support the Administrator and faculty, and performs a variety of office duties requiring some independent judgment in the application of Heritage Academy policies and procedures. The basic requirements for this position will be a high school diploma, a minimum of three years of related experience, proficiency with Microsoft Word and Excel, databases, email and internet, and strong interpersonal and multi-tasking skills.

Potential Civil Liability

The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Academy.

Insurance

Heritage Academy Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Heritage Academy will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Heritage Academy will provide the IPCSC with a list of all other types and amounts of insurance required prior to the opening of the school.

Tab 3: Educational Program; Goals, Definitions, Special Education, Plan for Dual Enrollment Participation, & Internet Safety Policy

Educational Philosophy & Purpose

Heritage Academy is established to provide its students with a safe, challenging and individualized learning environment that will help them achieve their potential and become confident, competent, productive, and responsible young adults who possess the knowledge, skills, attitude, and character necessary to succeed in high school, post-secondary education, and ultimately in employment and community settings.

We believe that all students possess greatness within them, and educational experiences should guide and assist students in discovering the best within themselves. There are as many paths to success as there are individuals. Heritage Academy will provide a safe, challenging and individualized learning environment that will help each student reach his/her potential.

An individual builds confidence when he/she is free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this safe environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Competence develops when a learning environment is challenging and an individual is given an opportunity to grow and improve. With proper direction and motivation, individuals usually attain the level of greatness that is expected of them. To help each student reach his/her potential, greatness will be expected of all students. This will be accomplished by utilizing The School-wide Enrichment Model (SEM).

An individual will be productive when given a foundation of knowledge and skills and the freedom to experiment and apply this information to the real world. The Schoolwide Enrichment Model emphasizes the application of knowledge and skills. This application involves participation in Enrichment Clusters (see Methods of Instruction) which produce products or services for the real world. When knowledge and skills are relevant to the student he/she will integrate into his/her life.

An individual who learns to set goals and assess personal accomplishment becomes responsible for his/her own learning and development. Heritage Academy recognizes the importance of providing students with an individualized learning environment, which facilitates personal responsibility by having students learn to set goals and assess progress through a Total Talent Portfolio.

The Schoolwide Enrichment Model, (Renzulli, 2010)

The Schoolwide Enrichment Model (SEM) is a detailed blueprint for total school improvement that allows each school the flexibility to allow each school to develop its own unique programs based on local resources, student demographics, and school dynamics as well as faculty strengths and creativity. Although this research-based model is based on highly successful practices that originated in special programs for the gifted and talented students, its major goal is to promote both challenging and enjoyable high-end learning across a wide range of school types, levels and demographic differences. The idea is to create a repertoire of services that can be integrated in such a way to create "a rising tide lifts all ships" approach. This approach allows schools to develop a collaborative school culture that takes advantage of resources and appropriate decision-making opportunities to create meaningful, high-level and potentially creative opportunities for students to develop their talents. SEM suggests that educators should examine ways to make schools more inviting, friendly, and enjoyable places that encourage the full development of the learner instead of seeing students as a repository for information that will be assessed with the next round of standardized tests. Not only has this model been successful in addressing the problem of students who have been under-challenged but it also provides additional important learning paths for students who find success in more traditional learning environments.

An Overview of the Enrichment Triad Model

The Enrichment Triad Model was designed to encourage creative productivity on the part of young people by exposing them to various topics, areas of interest, and fields of study, and to further train them to *apply* advanced content, process-training skills, and methodology training to self-selected areas of interest. Accordingly, three types of enrichment are included in the Triad Model (see Fig. 2).

Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In schools that use this model, an enrichment team consisting of parents, teachers, and students often organizes and plans Type I experiences by contacting speakers, arranging mini-courses, demonstrations, or performances, or by ordering and distributing films, slides, videotapes, or other print or non-print media.

Type II enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. Some Type II training is general, and is usually carried out both in classrooms and in enrichment programs.

Training activities include the development of: (1) creative thinking and problem solving, critical thinking, and affective processes; (2) a wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level reference materials; and (4) written, oral, and visual communication skills. Other Type II enrichment is specific, as it cannot be planned in advance and usually involves advanced methodological instruction in an interest area selected by the student. For example, students who become interested in botany after a Type I experience might pursue additional training in this area by doing advanced reading in botany; compiling, planning and carrying out plant experiments; and seeking more advanced methods training if they want to go further.

Type III enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type III enrichment include:

- providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study,
- acquiring advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies,
- developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience,
- developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making and self-evaluation,
- developing task commitment, self-confidence, and feelings of creative accomplishment.

The Regular Curriculum

The regular curriculum consists of everything that is a part of the predetermined goals, schedules, learning outcomes, and delivery systems of the school. The regular curriculum might be traditional, innovative, or in the process of transition,

but its predominant feature is that authoritative forces (i.e. policy makers, school councils, textbook adoption committees, state regulators) have determined that the regular curriculum should be the 'centerpiece' of student learning. Application of the SEM influences the regular curriculum in three ways. First, the challenge level of required material is differentiated through processes such as curriculum compacting and textbook content modification procedures. Second, systematic content intensification procedures should be used to replace eliminated content with selected, in-depth learning experiences. Third, types of enrichment recommended in the Enrichment Triad Model (Renzulli, 1977) are integrated selectively into regular curriculum activities. Although our goal in the SEM is to influence rather than replace the regular curriculum, application of certain SEM components and related staff development activities has resulted in substantial changes in both the content and instructional processes of the entire regular curriculum.

The Enrichment Clusters

The Enrichment Clusters, one component of the Schoolwide Enrichment Model, are non-graded groups of students who share common interests, and who come together during specially designated time blocks during school to work with an adult who shares their interests and who has some degree of advanced knowledge and expertise in the area. The Enrichment Clusters usually meet for a block of time weekly during a semester. All students complete an interest inventory developed to assess their interests, and an enrichment team of parents and teachers tally all of the major families of interests. Adults from the faculty, staff, parents, and community are recruited to facilitate Enrichment Clusters based on these interests, such as creative writing, drawing, sculpting, archeology and other areas. Training is provided to the facilitators who agree to offer the clusters, and a brochure is developed and sent to all parents and students that discusses student interests and select choices of Enrichment Clusters. A title and description that appeared in a brochure of clusters in a school using the SEM follows:

Invention Convention

Are you an inventive thinker? Would you like to be? Brainstorm a problem, try to identify many solutions, and design an invention to solve the problem, as an inventor might give birth to a real invention. Create your invention individually or with a partner under the guidance of Bob Erikson and his students, who work at the Connecticut Science Fair. You may share your final product at the Young Inventors' Fair on March 25th, a statewide daylong celebration of creativity.

Students select their top three choices for the clusters and scheduling is completed to place all children into their first, or in some cases, second choice. Like extracurricular activities and programs such as 4-H and Junior Achievement,

the main rationale for participation in one or more clusters is that *students and teachers want to be there*. All teachers (including music, art, physical education, etc.) are involved in teaching the clusters; and their involvement in any particular cluster is based on the same type of interest assessment that is used for students in selecting clusters of choice.

The model for learning used with Enrichment Clusters is based on an inductive approach to solving real-world problems through the development of authentic products and services. Unlike traditional, didactic modes of teaching, this approach, known as enrichment learning and teaching (described fully in a later section), uses the Enrichment Triad Model to create a learning situation that involves the use of methodology, develops higher order thinking skills, and authentically applies these skills in creative and productive situations. Enrichment Clusters promote cooperativeness within the context of real-world problem solving, and they also provide superlative opportunities for promoting self-concept. "A major assumption underlying the use of enrichment clusters is that *every child is special if we create conditions in which that child can be a specialist within a specialty group*" (Renzulli, 1994, p. 70).

Enrichment Clusters are organized around various characteristics of differentiated programming for gifted students on which the Enrichment Triad Model (Renzulli, 1977) was originally based, including the use of major disciplines, interdisciplinary themes, or cross-disciplinary topics (e.g. a theatrical/television production group that includes actors, writers, technical specialists, costume designers). The clusters are modeled after the ways in which knowledge utilization, thinking skills, and interpersonal relations take place in the real world. Thus, all work is directed toward the production of a product or service. No lesson plans or unit plans are created in advance by the cluster facilitator; rather, direction is provided by three key questions addressed in the cluster by the facilitator and the students:

1. What do people with an interest in this area (e.g. film making) do?
2. What knowledge, materials, and other resources do they need to do it in an excellent and authentic way?
3. In what ways can the product or service be used to have an impact on an intended audience?

Enrichment Clusters incorporate the use of advanced content, providing students with information about particular fields of knowledge, such as the structure of a field as well as the basic principles and the functional concepts in a field (Ward, 1960). Ward defined functional concepts as the intellectual instruments or tools with which a subject specialist works, such as the vocabulary of a field and the vehicles by which persons within the field communicate with one another. The methodology used within a field is also considered advanced content by Renzulli (1988), involving the use of knowledge of the structures and tools of fields, as

well as knowledge about the methodology of particular fields. This knowledge about the methodologies of fields exists both for the sake of increased knowledge acquisition, and also for the utility of that know-how as applied to the development of products, even when such products are considered advanced in a relative sense (i.e. age, grade, and background considerations).

The Enrichment Clusters are not intended to be the total program for talent development in a school, or to replace existing programs for talented youth. Rather, they are one vehicle for stimulating interests and developing talent potentials across the entire school population. They are also vehicles for staff development in that they provide teachers an opportunity to participate in enrichment teaching, and subsequently to analyze and compare this type of teaching with traditional methods of instruction. In this regard the model promotes a spill-over effect by encouraging teachers to become better talent scouts and talent developers, and to apply enrichment techniques to regular classroom situations.

Methods of Instruction

Heritage Academy will use a variety of methods to help our students become confident, competent, productive and responsible citizens. The Schoolwide Enrichment Model (SEM) will assist us in designing a program to help our students reach their potential.

Through his studies of the challenging, creative lessons developed for gifted students, Dr. Renzulli became convinced that this type of learning could benefit all students. Over 20 years of research led to the development of this model to improve instruction for an entire school. SEM applies the “a-rising-tide-lifts-all-ships” theory by integrating high-end learning into the total school program. SEM consists of three interacting dimensions. The first component, The Total Talent Portfolio (TTP) involves systematically gathering information about student’s abilities, interests, and learning styles and then utilizing this information to help students set personal goals and design enrichment activities.

The second component involves Curriculum Modification Techniques. A student’s mastery of specific curriculum is assessed, and when mastery is achieved students are provided with alternate activities such as group or individual projects, peer teaching, or more in-depth study of curriculum material. Curriculum Modification may also include ability grouping, so that students’ learning is based on capability. As students are assessed to determine understanding and ability, teachers will have the information they need to teach more effectively. Students who have not mastered material will also be identified so that their needs can be addressed. Teachers will be able to re-teach the material in a different way, provide extra support or practice, utilize a peer teacher or adult mentor, and/or work with these students more closely. This will help teachers identify and resolve potential problems quickly.

The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by teachers, parents or community resource persons who share the same interests of the students and have some degree of expertise in the subject they are facilitating. Enrichment Cluster sessions will take place at least one time during each school year. Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time. The students will receive extra support and guidance in selecting activities and projects from parents, teachers and the Administrator.

Dr. Renzulli's model does not replace existing school structure or curriculum, but seeks to improve them by providing enriched and challenging learning opportunities to all students based on personal interests. Heritage Academy will use research based and challenging curriculum as the basis for general instruction.

Heritage Academy may also purchase scientifically research based curriculum and materials as supplementary materials or for core classes in order to most effectively meet the needs of students in core content areas including math, science, language arts, reading and social studies. Heritage Academy will establish a curriculum committee responsible for initial selection and ongoing analysis of student achievement and review of curriculum. The committee will consider current research and will review the Idaho Department of Education approved curriculum lists in an effort to select the most effective instructional materials for students at the school.

Special Emphasis:

Heritage Academy will provide a solid foundation of knowledge that addresses a variety of topics. Although the curriculum will be generalized, Enrichment Cluster's will allow each student to pursue personal interests and talents. Our emphasis is creating an individualized learning environment that helps each student reach his/her potential.

Individuality is built into SEM through use of the Total Talent Portfolio (TTP). It is unique from many traditional assessment tools in that it focuses on strengths and "high-end learning" behaviors, rather than focusing on deficiencies. Portfolios use assessment tests and actual student work to determine student's interests and learning styles as well as their cognitive abilities. These portfolios will include student directed improvement goals along with follow up and self-assessment, which will be added at the bi-annual parent, teacher, student conference. The portfolio will follow students throughout their education and will serve as a tool to document personal growth and achievement. The portfolio will include the very

best things we know about each student. Heritage Academy will use this information to develop appropriate enrichment activities and develop an individualized learning environment based on each student’s strengths and talents.

Heritage Academy will provide a solid foundation through adopted curriculum in the core content areas that will be a guide to help each student on a path of personal discovery. This knowledge will be given relevance when it is given practical application in enrichment. We value the individual. Every student has tremendous potential and talents. Our goal is to help students identify and build on what is already great within them

Educational Goals; Compliance with Idaho Code Ann. §33-1612

Title 33-1612 of the Idaho Code statutorily defines eight “thoroughness standards” used to define and establish the basic assumptions which govern the provision of a uniform public education. Heritage Academy will meet and fulfill each of these standards as follows:

Standard	Goal	Objective
<p>Standard 1: A safe environment conducive to learning is provided.</p>	<p>Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.</p>	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights and staff monitoring responsibilities. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 4. Create an environment that strongly encourages parents and

		other adults to visit the school and participate in the school's activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	Heritage Academy will: <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	Heritage Academy will: <ol style="list-style-type: none"> 1. Utilize integrity initiatives throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social,

		and civic responsibility and enables the student to use newly found knowledge to solve community problems.
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 st century.	Heritage Academy will: <ul style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet).
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	Heritage Academy will: <ul style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Offer a solid health curriculum as required by the state.
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	Heritage Academy will: <ul style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use

	citizens.	<p>of technology as a toll in the workplace of the 21st century.</p> <ol style="list-style-type: none"> 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. 4. Enable students to develop the following personal habits important in society; 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 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Use technology as a tool in an integrated educational program rather than as a primary instructional delivery system. 2. In 4th grade and above, all students leaving Heritage Academy will be proficient in using both a word processing and a spreadsheet program after two years of continuous enrollment at the school. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data

		storage, and communication.
Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.	Provide students with the skills and the intellectual foundation to become responsible citizens in our society.	Heritage Academy will: <ol style="list-style-type: none"> 1. Enable students to develop the following personal habits important in society; 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. 2. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.

Definition of “Educated Person”

An “educated person” in the 21st century demonstrates the ability to recognize his or her strengths, while continuously learning and applying new information to a variety of situations. An educated person is someone who is able to think critically, one who is excited about learning, can solve problems, looks forward to challenges and has fully developed his or her interests. An “educated person” looks forward to engaging in academic and career opportunities and has developed self-discipline and self-reliance. The Founding Board of Heritage Academy believes that an educated person has developed personal strengths, character traits and a strong foundation in each content area that enables him or her to participate in academic, career, social and civic responsibilities and make ongoing positive contributions to his or her family and community.

How Learning Best Occurs

Students at Heritage Academy are valued. Each student has unique talents and abilities and learns in different ways. We are educating the future of our society and not simply trying to have students test for competency. Traditional educational practices no longer provide students with all the necessary skills to

compete in today's workplace. Students must apply new strategies for solving problems using appropriate tools for learning, collaborating, and communicating. The following chart shows characteristics representing traditional approaches to learning and corresponding strategies that will be supportive of innovative teaching methods at Heritage Academy.

We believe an individual learns best when they are able to build confidence by being free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this learning environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. Parents and students will sign a contract agreeing to abide by the policies found within the Parent & Student Handbook. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Special Education Services

Heritage Academy will utilize the Idaho Special Education Manual as now adopted or as amended in the future as a guideline for its Special Education Program and will comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and all federal regulations dealing with these areas. The Primer on Special Education in Charter Schools, reprinted in October 2007 will be a valuable resource to the administration and faculty. The Idaho Special Education Manual will be used to plan and implement the special education program at Heritage Academy. The Heritage Academy Administrator in conjunction with the Special Education teacher will be the Section 504 Compliance Officer. Heritage Academy will follow the procedures and requirements outlined below:

- *Nondiscriminatory enrollment procedures.* Heritage Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described in this Charter petition,

consistent with the mission of Heritage Academy and civil rights requirements.

- *Child Find activities and evaluations.* Heritage Academy will conduct Child Find activities and evaluations as described in the IDEA Manual. Child Find activities will be limited to the students enrolled in Heritage Academy.
- *Meet LRE requirements.* Heritage Academy will provide Special Education and related services to eligible Heritage Academy students in the Least Restrictive Environment as identified by each student's IEP. Heritage Academy's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.
- *Protect student and parent rights.* Heritage Academy will be responsible to protect student and parent rights as described in the Idaho Special Education Manual and in associated state and federal laws and regulations.

A student referral process will be in place and understood by parents and faculty. Evaluation and services will be as follows:

- Heritage Academy will form a multidisciplinary team to consider a student's eligibility for Special Education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by Special Education students will be assessed by the multidisciplinary team. Teachers and Administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 of the Special Education Manual) to address these issues.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the least restrictive environment as defined by each student's IEP. A paraprofessional, under the direct supervision of highly qualified special teacher, may be used to support instruction as allowed by IDEA. The Special Education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The Special Education teacher is responsible for writing the IEP, with the IEP team, and monitoring IEP goals.

- Heritage Academy will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Academy will provide services in the least restrictive environment complying with PL 94-142.

In compliance with the Americans with Disabilities Act (ADA), Heritage Academy ensures that its facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. Heritage Academy ensures that its facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

Heritage Academy will transport any Special Education student enrolled at the school who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service.

Heritage Academy will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a Heritage Academy student. Appropriate Heritage Academy personnel will participate in the resolution of any formal complaint or request for a due process hearing.

Plan for Dual Enrollment Participation

Students enrolled in Heritage Academy shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code § 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Services for Individuals with Limited English Proficiency

Heritage Academy recognizes the diversity within the Jerome community and within the Magic Valley. The Founders and governing Board of Heritage Academy seeks to mirror that diversity within the charter school community by advertising enrollment opportunities in a variety of locations, formats and in English, Spanish and other languages. The Heritage Academy will develop a robust program of instruction for English Language Learners. The school will focus on providing a culture and climate that values students from different backgrounds and that provides students and their parents with opportunities to engage in the school community.

Heritage Academy will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the

LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Academy will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

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

However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Services for Gifted & Talented Students

Heritage Academy will provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined by the State Board of Education. Heritage Academy will adhere to and utilize guidance from the Idaho Department of Education to determine eligibility criteria and to assist the school's staff in developing a variety of flexible approaches for instruction and training that are aligned to the SEM. These may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

Heritage Academy's SEM will be an excellent avenue for providing an educational program that will support the needs of gifted and talented students. Heritage Academy will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. Heritage Academy will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction. Transportation will be provided as needed and required.

At Heritage Academy, our goal is to meet every child at the most appropriate level where growth will take place. Gifted and Talented, LEP, Title I and Section 504 students have special needs, and they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. Heritage Academy will encourage areas beyond the scope of the regular curriculum to be explored by all children with special needs. The curriculum we have chosen lends itself well to both extensions and remediation. In addition, possibilities to meet the needs of all children may include but are not limited to the following activities: leveling for reading and math, competitions, curriculum acceleration, special topic classes, independent study, interest-based workshops, tutoring and pullout classes.

Tab 4: Measuring Educational Standards, Student Progress, Standardized Testing, Accreditation, NLCB Provision Regarding Plan for Improvement

Measurable Student Educational Standards

Student achievement will be demonstrated in measurable terms to parents, students and the community at large. Heritage Academy will actively participate in state requirements for student achievement and accountability. Our plan includes orderly reports of progress toward our goals as well as continued financial viability. The following details Heritage Academy's Measurable Student Standards Plan:

At the beginning of each year, math and reading assessments will be administered to establish a baseline on each student. Curriculum based assessments will be given weekly throughout the year. Baseline data (e.g., test scores, grades, attendance, and behavioral records) will be collected the first year and progress will be monitored school wide on a yearly basis. All assessments will be used to improve instruction and develop appropriate curriculum adjustments including extensions and interventions. Heritage Academy's expectations are that students' rates of achievement and attendance accelerate beyond the levels they were attaining before attending Heritage Academy and meet and/or exceed ISAT proficiency levels as defined by the State.

Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, rubrics developed for determination of student progress in technology, behavior/attendance based on teacher evaluation, and self-monitoring of student progress. Below are School Effectiveness Goals for Heritage Academy. Measurement criteria are listed for each goal.

Measuring Student Progress I.C. 33-5205(3)(b)

The goal we will constantly strive for and expect at Heritage Academy is that 100% of our students will exceed the minimum proficiency requirements on all state-mandated testing and other testing that may be instituted or required in the future. However, understanding that the rate at which students may arrive at this point varies, Heritage Academy will expect that within three years of students being consecutively enrolled at the school:

- 80% of 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).
- 80% of 3rd, 4th and 6th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test. Students who do not score proficient or advanced will have an individual remediation plan in place.

Student Assessment I.C. 33-5205(3)(c)

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected. Student assessment data will be reported annually to the Idaho Public Charter School Commission.

Method for Providing Standardized Testing I.C. 33-5205(3)(d)

Heritage Academy students participate in the state assessment system required of all Idaho public school students as defined by the Idaho Board of Education.

Student assessment evaluation, reported annually to the Heritage Academy Board of Trustees, will consist of:

1. Student baseline developed during the first year using testing results
2. A comparison of annual results with baseline scores to assess progress
3. Grade-level and school composite scores
4. A graph of annual results showing year-to-year change
5. A graph of school scores relative to state and national averages
6. Sub-analysis of a variety of variables to identify areas for improvement

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

Assurance of State Accreditation I.C. 33-5203(3)(e) & IDAPA 08.02.140

Heritage Academy will obtain accreditation as necessary in accordance with I.C. 33-5203(3)(e) & IDAPA 08.02.140.

Provision Regarding Plan for Improvement Under NCLB

Heritage Academy is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would develop a comprehensive plan for improving performance. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Heritage Academy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

Tab 5: Governance Structure, Parental Involvement, & Audits

Governance Structure

Heritage Academy is a non-profit corporation organized in accordance with *Idaho Code* § 30-3-1 *et seq.* and is governed by a board of directors (the “Board of Directors” or “Board”). The Board consists of three (3) to seven (7) voting members comprised of parent(s) or legal guardian(s) of enrolled students and other individuals who desire to serve on the Board.

Heritage Academy’s Board of Directors shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. Heritage Academy acknowledges and understands that upon approval of the petition and charter contract, the Board of Directors will be public agents required by the IPCSC to control operations of the charter school.

Members of the Board of Directors will be elected by the Board of Directors at the Annual Meeting of the directors then in office. The existing directors shall notify the community and stakeholders of any available seats on the Board, screen candidates, and then nominate potential directors to the Board for election.

Heritage Academy; Board of Directors

In general, the Board of Directors manages the property, affairs, and business of Heritage Academy. As such, the Board is responsible for ensuring Heritage Academy is adequately staffed, and that such staff provides sufficient oversight over Heritage Academy’s operational and educational activities. The Board exercises all of the powers of the school, whether derived from law or its Articles of Incorporation. The Board’s specific duties and responsibilities include the following:

- To establish and promote Heritage Academy’s mission statement and educational philosophy and set and enforce policies to ensure the school operates in a manner consistent with the same, as well as the school’s charter, and all applicable laws;
- To prepare, or cause to be prepared, and approve an annual budget. In fulfilling this responsibility, the Board must ensure the school operates within the approved budget and strategically manage its resources to ensure the short and long term financial success and strength of the school;

- To enforce, at the Board's sole discretion and judgment, all contract issues or other legal rights pertaining to the school and protect the legal interests of the school, and manage the school's liabilities with sound and reasonable business judgment;
- To approve and establish a school calendar, including any changes made during the school year;
- To maintain, or cause to be maintained, any records or documents required by law or provided for by its charter. Additionally, the Board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations;
- To negotiate and approve any contracts for the lease or purchase of the school's facilities, including any changes or renewals of the facility lease/purchase agreements, and to establish any policies for facility use;
- To convene one regular monthly meeting, or as often as is reasonably necessary, subject to *Idaho Code*. §§23-67-2340 through 2347, and provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate; and
- To approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

Additionally, the Board performs such other duties as are appropriate and necessary to the safe and effective operation of the school, and which promote the school's commitment to educational excellence. The Board also acknowledges and agrees to adhere to Idaho Open Meetings Law. This requires proper notice and posting of regular and special board meetings, work sessions, and other less formal meetings wherein a quorum is present and school business is being discussed.

[Board of Directors & Administrator; Relationship](#)

As noted above, the Board of Directors' role is to manage the property, affairs, and business of Heritage Academy. The Administrator is accountable to the Board of Directors and is responsible for and empowered to oversee the day-to-day operations of the school. The Administrator's responsibilities include, but are not limited to, the following:

1. Establish and maintain the curriculum and technology integration;
2. Supervise administrative subordinates
3. To serve as the District/Board liaison

4. Implement effective student disciplinary procedures and ensure their application is in compliance with relevant laws, policies and procedures.
5. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
6. Interact and intercede for the needs of staff and/or students as needed;
7. Assist the Board in carrying out its duties to keep accurate records, documents, file reports, etc.
8. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
9. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
10. Perform other duties as assigned by the Board of Directors.

(Some duties may be shared/delegated to a Vice-Principal)

[Heritage Academy Committees & Ancillary Support Personnel](#)

The Board may, from time to time, by resolution, designate such committees of its members as it may deem appropriate in carrying out its duties, responsibilities, functions and powers. The membership of each committee will include at least one (1) Board member. Ancillary support personnel, such as clerical and custodial, will be hired by the Board and supervised by the Administrator.

Parental Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in Heritage Academy's Parent Teacher Organization, involvement in school management and volunteer work.

Heritage Academy encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. Heritage Academy understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending quarterly conferences

- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

Heritage Academy Parent Organization

Parents/Guardians of Heritage Academy students become members of the Heritage Academy Parent Teacher Organization. Every member of the Heritage Academy Parent Teacher Organization will:

- Elect a formal Parent Teacher Organization executive committee, electing a President, Vice-President, Secretary and Treasurer. The Parent Teacher Organization may consist of parents, grandparents, and/or legal guardians.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.
- Executive members of the Parent Teacher Organization will be encouraged to attend the governing board meetings.
- Volunteer time to the school.
- Organize volunteer opportunities and potentially produce a monthly newsletter.
- Organize fundraising opportunities.
- Background checks, where applicable, will be performed on volunteers working with students.

Involvement in School Management

Perhaps the most substantive way for parents to be involved in the operation and actual management of school is through service on Heritage Academy's Board of Directors or School Committees. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces school policy to ensure the school operates in a manner consistent with Heritage Academy's mission, its charter, and all applicable laws. Membership on school committees provides another opportunity for parents to have meaningful influence on the operation of the school.

Volunteer Time

Heritage Academy will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. Heritage Academy requests that parents donate a minimum of thirty-five hours of volunteer time per year. Any questions regarding this policy should be directed to the Administrator. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful

service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

Heritage Academy will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance	Playground monitoring
School tours	Computer lab assistant
Computer support	Field trips
At-home repair of student wear	Fundraising
Daily cleanup	Traffic/Parking assistance
Classroom aid/support	Building maintenance
At-home work for teachers	Set construction & design
Baking dishes for special events	Library assistance
Assembly Support	Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis.

Financial and Programmatic Audits

During each year of operation, Heritage Academy will conduct: (i) an annual programmatic operations audit; and (ii) an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education to comply with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)).

Heritage Academy will comply with IPCSC policy and conduct a programmatic operations audit which will be submitted to the IPCSC each year.

Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to Heritage Academy’s authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, the IPCSC may choose to conduct an audit of Heritage Academy at the commission’s expense. An independent audit may be performed as specified above (i.e. annually) or at such time as revocation of the charter may be initiated.

Tab 6: Charter School Employees

Employee Qualifications

The Heritage Academy Board of Directors believes that the staff members at the school are critical to student success and as a result, Heritage Academy will seek to hire the most qualified and experienced staff members available. Heritage Academy's instructional staff will meet or exceed certification, licensure and/or training qualifications required by state law. The Heritage Academy Board of Directors will hire teachers who meet specific state and federal guidelines and are considered Highly Qualified. In addition, when applicable, Heritage Academy staff members will hold the appropriate state licensure or certification to provide services to students at the school. All Heritage Academy employees will follow the applicable professional code of ethics for their respective positions. The Administrator will make hiring recommendations to the Board of Directors for approval of instructional staff. Heritage Academy reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Heritage Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis. New employees will undergo background checks and finger printing.

Health & Safety Procedures

To ensure the health and safety of Heritage Academy students and staff, the school will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization or parent waiver before being enrolled at the school.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with § 39-4130 of the Idaho Code.
5. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire

and safety officials using the same guidelines for all public schools will inspect the facility.

6. Develop an emergency operations / crisis response plan and provide annual training to staff members.
7. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with Heritage Academy's insurance carriers and at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens.
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. 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.

In an effort to promote a safe learning environment and respect for the personal, civil, and property rights of all members of the school community, behavior or actions including but not limited to those identified in board policy and in the student handbook may provide grounds for suspension or expulsion in accordance with Heritage Academy's disciplinary policies.

Employee Benefits

All Heritage Academy employees will participate in the following programs and receive the following benefits: group health insurance, sick leave benefits, Public Employee Retirement System participation, Federal Social Security, Unemployment Insurance, and Worker's Compensation insurance to the extent allowed and required by law.

Employee Transfer Rights

Employees of Heritage Academy are not employees of the Jerome School District; however, they may apply to teach in any school district. Further, teachers at Heritage Academy will not be eligible for an in-district transfer to another school within the Jerome School District.

Collective Bargaining Provision

Heritage Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Teacher/Administrator Terms & Conditions of Employment

All teachers and Administrators at Heritage Academy will be employed pursuant to the terms of a written contract approved by the State Superintendent and shall possess the personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Heritage Academy as outlined in this petition.

Employee Background Checks

Heritage Academy ensures that all Heritage Academy employees will submit to a State of Idaho criminal history check as established in § 33-130, *Idaho Code*, and FBI fingerprinting check. Heritage Academy will submit one criminal history check finger print card to the Office of Certification at the State Department of Education (the "SDE").

Tab 7: Admission & Disciplinary Procedures

Projected Enrollment Capacity

Based on the capacity of its facility and program, Heritage Academy's enrollment capacity is 450 students in grades K-8.

Admission Procedures

In accordance with *Idaho Code* § 33-5205(3)(i), Heritage Academy has adopted the following admission procedures to ensure a fair and equitable selection process for admission to Heritage Academy and enrollment at Heritage Academy in subsequent school years.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student, may make a request for such child to attend Heritage Academy. In the case of a family with more than one child seeking to attend Heritage Academy, a single written request for admission must be submitted on behalf of all siblings. Requests may be made either electronically via the school's website, or in writing to the school. The request for admission must be submitted to, and received by, the school's designated office on or before the enrollment deadline established each year. The request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Heritage Academy shall be permitted in the admissions process. Only requests that contain all required information for admission shall be considered by the School. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

Heritage Academy has established an admission preference for students residing in the attendance area of the public charter school, as required by Section 33-5206, *Idaho Code*. For the purposes of this petition, the "attendance area" shall refer to the Primary Attendance Area referenced in Tab 2 *Target Student Population*. In addition, the school has established admission preferences, as authorized by Section 33-5205, *Idaho Code*, for students returning to the public charter school, for children of founders and full time employees, and for siblings of students already enrolled in the school.

Priority of Preferences (Initial Year)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Second, to siblings of pupils already enrolled in Heritage Academy.

Third, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fourth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Priority of Preferences (Subsequent Years)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to pupils returning to Heritage Academy in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.

Second, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Third, to siblings of pupils already enrolled in Heritage Academy.

Fourth, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fifth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Equitable Selection Process & Over Enrollment

If the number of requests for admission to Heritage Academy exceeds its capacity in its initial year or in any subsequent school years, the school shall select students by lottery through using the process described herein to ensure a fair and equitable selection process.

Public Notification of Enrollment Opportunities

In accordance with *Idaho Code* § 33-5205(3)(s), Heritage Academy has adopted the following process by which citizens of the area of attendance will be made aware of enrollment opportunities at the school:

Heritage Academy will disseminate enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Heritage Academy each year. Such information will be posted in highly visible and prominent locations within the area of attendance. The notice process will also include dissemination of enrollment opportunity information through press releases or public service announcements through media outlets that broadcast or disseminate printed publications within the area of attendance. These announcements will be broadcast or published by these media outlets on at least three occasions, beginning not later than 14 days prior to the enrollment deadline each year. The enrollment information will advise that all prospective students will be given the opportunity to enroll in Heritage Academy regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year, Heritage Academy will establish an enrollment admissions deadline, which shall be the date by which all requests for admission to attend the school for the next year must be received. The enrollment deadline will not be changed once the enrollment information is disseminated as required by state law.

Equitable Selection, Over Enrollment & Waiting Lists

If the initial capacity of a the school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the Board of Directors shall determine which students will be offered admission to the school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party will draw the grade level to be completed first and then draw each index card from the container for that grade level, and this person will write the selection number on each index card as drawn, beginning with the numeral “1” and continuing in sequence thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable.

3. If the name of the person selected is a returning student (for enrollment in subsequent years), then the letter “A” will be written on the index card. If the name of the person selected is the child of a founder or full time employee, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” will be written on the index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter “D” will be written on the index card. (Note: in the school’s first year of operation, only letters “B” through “E” will be used.)
4. With regard to the sibling preference, if the name of the person selected has a sibling in another grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), the letter “C” will be written on that person’s index card at this time.
5. With regard to the preference provided to children of founders and full time employees, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder/full time employee preference.
6. After all index cards have been selected for each grade, then the index cards will be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; this process shall continue through to the letter “E,” which will be followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
7. After the index cards have been drawn and sorted for all grade levels, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.
8. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that

grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

9. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There shall be no carryover from year to year of the waiting list maintained to fill vacancies at the school. A new lottery shall be conducted each year to fill vacancies which become available. Students wishing to be removed from the waiting list must make their request in writing to the school.
10. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

Disciplinary Procedures: Suspension, Expulsion, & Re-enrollment

Heritage Academy recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. The Board will create the Parent & Student handbook which clearly identifies behavior expectations, consequences and other applicable policies. The handbook will include official notification of disciplinary rules. Parents/Guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy. (A draft Student Handbook is attached in Appendix F.)

Suspensions and expulsions will comply with Section 33-512, *Idaho Code*. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)
- Step 2: Administrator-intervention.
- Step 3: Suspension with parental notification, three (3) days. Re-admission will be allowed after a conference with student, parents/guardian, and administrator.

Step 4: Suspension with parental notification, five (5) days. Re-admission will be allowed after a hearing within five (5) school days with the Board of Directors.

Step 5: Expulsion until the next calendar break/semester or for the rest of the year. A hearing will be set within five (5) school days with the Board of Directors. The Board of Directors shall have the right to permanently expel students for disciplinary or attendance reasons.

Heritage Academy's Board of Directors must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. For students wanting to re-enroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of school policies or other serious disciplinary problems. All other students wanting to re-enroll are free to do so by reapplying through the lottery.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and IDEA. The *Idaho Special Education Manual* encourages schools to address student misconduct through appropriate school wide discipline policies, instructional services, and/or related services. Therefore, if a student has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205.

In addition to these rights, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) provides special education rights and additional discipline procedures to a student with a disability whom the Academy is removing from his or her current educational placement. These procedures come into play when Heritage is unable to work out an appropriate placement for the student. Further, these procedures do not prevent the Administrator from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Administrator to "temporarily suspend" students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative academy days in an academy year retain the right to a free appropriate public education. (FAPE).

General Discipline Guidelines for students with disabilities

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. The Administrator may remove a student from his or her current placement to an appropriate interim alternative education setting (IAES) or another setting for not more than 10 consecutive days to the extent those alternatives are applied to students without disabilities.
2. The Administrator may suspend any student, including a special education student, for up to 10 cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code:
 - a. The Administrator has the authority to order a disciplinary suspension for up to 5 school days.
 - b. The BOD can extend the disciplinary suspension for up to 5 additional school days.
3. A series of suspensions exceeding 10 days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in the most current *Idaho Special Education Manual*.
4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond 10 cumulative school days in a school year if:
 - a. Heritage Academy had knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and
 - b. The parent and/or adult student asserts the right to FAPE.

Procedures for Abuse of Alcohol or Controlled Substances

Pursuant to federal regulations set forth by the Drug Free Workplace Act of 1988, Heritage Academy is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program will be educational in nature with instruction geared to discourage student experimentation with any illegal controlled substances or mood altering substances. 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 this 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 drug free environment in a 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. These include, but are not limited to, the following:

1. Parent/guardian notification
2. Referral to support, such as counselors and/or health professionals
3. Referral to an outside agency for chemical dependency assessment and/or treatment
4. Suspension or Expulsion

Referral Policy. When there is reasonable cause to believe a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to discipline pursuant to this policy.

Charter School Attendance Alternative

Because Heritage Academy is a new charter school and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Area of Attendance as defined in Tab 2 *Target Student Population* above. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Academy.

Habitual Truancy, Incurrigibility & Disruptive Students

Students of Heritage Academy may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in Idaho Code.
- If the student is incurrigible,
- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll in Heritage Academy after being expelled from another district may be denied enrollment. Students who are expelled from Heritage Academy or denied enrollment will be denied enrollment

for not less than one calendar year. Heritage Academy will comply with Idaho Code 33-205 which states that “No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil’s expulsion to the prosecuting attorney of the county of the pupil’s residence.

Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Academy Board of Directors and described in the Heritage Academy charter petition.

Student Handbook & Accessibility

The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. To ensure parents/guardians have access to the Parent & Student Handbook, it will be included as part of each student’s registration packet, and posted on the school website. (A draft Student Handbook is attached in Appendix F.) Before any registration packet will be deemed “complete,” parents/guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy.

Tab 8: Business Plan, Transportation, & School Lunch Program

Business Plan

Business Description

Heritage Academy, Inc. was incorporated in August of 2009 and organized exclusively for educational purposes within the meaning of Internal Revenue Code § 501(c)(3). Notwithstanding any other provision of its articles of incorporation, Heritage Academy will not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from Federal Income Tax under § 501(c)(3) (or corresponding provision of any future U.S. Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Internal Revenue Code § 170(c)(2).

Marketing Plan

Heritage Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- School website (to be constructed subsequent to approval) that will introduce the school's mission, vision, philosophy, method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at Heritage Academy.
- Public informational meetings about Heritage Academy will be held in accordance with Idaho Statute §67-23.
- Enrollment information will be printed in English and additional languages as necessary to reflect the demographics of the area, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of Heritage Academy.
- Heritage Academy will ensure press releases are in English and Spanish and will be disseminated to media outlets and/or printed publications serving the attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

Instructional Arrangements

Heritage Academy plans to open in August of 2011 with a grade organization consisting of a traditional K-6 grade school. Heritage Academy's Board and its Administrator will determine the school calendar, schedule, and hours of

operation. Within that general format, the Administrator, in consultation with the Board, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Administrator and supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board. The Administrator will also serve as the liaison between the Board, and parents unless otherwise directed by the Board. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The Administrator will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget

Heritage Academy's budget: 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the SDE as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the State Superintendent of Public Instruction.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Board.

Please Note: the following documents are included in the appendices as follows:

Appendix D: Projected Budgets, Cash Flow, & Budget Assumptions

Appendix E: Board Member Resumes

Transportation Services Proposal

In accordance with Idaho Code Section 33-1501 and 33-1006, where practicable the school will provide transportation to students that reside more than 1 ½ miles from the school and within the Primary Area of Attendance. Heritage Academy will ensure its transportation policy complies with Idaho Code 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to Academy. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, Heritage Academy has already contacted North Side Bus Co. to inform them of our intent to operate a new charter school. In the process of advertising, we will solicit proposals from all busing contractors listed on the SDE's contractor list. Attached as Appendix G is a copy of the letter we received from North Side Bus Co.

School Lunch Program Plan

Since studies have shown that school meal programs are essential to academic achievement, Heritage Academy will provide breakfast through the National School Breakfast Program, and lunch through the National School Lunch Program. These programs provide nutritionally balanced, low-cost or free lunches to children each school day. Information regarding eligibility for free and reduced lunch will be collected as part of the initial registration packet and will be stored separately from the students' cumulative files.

Tab 9: Not Applicable

Tab 10: Arrangements, Additional Information Requests, & Plan for Termination

Business Arrangements & Partnerships

Heritage Academy has not entered into any formal business arrangements, partnerships, or lease agreements at this time. However, Heritage Academy will provide complete documentation for the lease or purchase of its facilities prior to the opening of the school.

Additional Information Desired by Petitioners

Not applicable.

Plan for Termination

In the event of revocation or termination of Heritage Academy's charter, the President of the Board of Directors is responsible for the dissolution of the business and affairs of the school. Heritage Academy will fully cooperate with the IPCSC through the dissolution process. All records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from Heritage Academy. Personnel records will be maintained by the Board Secretary and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held. All assets of Heritage Academy remaining after full satisfaction of all debts will be returned to the authorized charting entity for distribution in accordance with state law as required by Section 33-5206(8), *Idaho Code*.

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

Appendix D: Articles of Incorporation and Bylaws

Appendix C: Articles of Incorporation & Bylaws

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SECRETARY OF STATE
STATE OF IDAHO

**ARTICLES OF INCORPORATION
OF
HERITAGE ACADEMY, INC.**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the provisions of Title 30, Chapter 3, Idaho Code, adopt the following Articles of Incorporation for Heritage Academy, Inc.

**Article I
NAME**

The name of the corporation is Heritage Academy, Inc.

**Article II
DURATION**

The period of duration of the corporation is perpetual.

**Article III
PURPOSE**

(a) The corporation is created to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. The purpose for which the corporation is created is to establish and operate a school for grades K through 8 and educational activities related thereto.

(b) The general purpose for which the corporation is formed is to operate exclusively for such educational purposes and any and all other lawful purposes, activities and pursuits which are substantially similar to and reasonably related to the foregoing as will qualify it as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

(c) The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

**Article IV
MEMBERS/STOCK**

The corporation shall not have any class of members or stock.

**Article V
BY-LAWS**

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Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws of the corporation.

**Article VI
DIRECTORS**

The number of directors of the Corporation shall be no less than three (3) and no more than seven (7), as fixed from time to time in accordance with the Bylaws of the Corporation. The number of directors constituting the initial Board of Directors of the Corporation is five (5), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter
908 East Avenue F
Jerome, Idaho 83338

**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter
908 East Avenue F
Jerome, Idaho 83338

**Article VIII
REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be: 112 South Lincoln Ste 5 Jerome, Idaho 83338, and the corporation's initial registered agent at such address

shall be: **Blair Crouch**. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

The mailing address of the corporation shall be: P.O. Box 378; Jerome, Idaho 83338

**Article IX
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be Jerome County, Idaho. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

**Article X
DISTRIBUTIONS**

The property of the corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

**Article XI
LIMITATIONS**

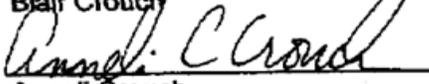
No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

**Article XI
DISSOLUTION**

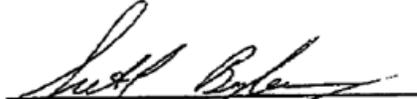
Upon the dissolution and winding up of the corporation, all assets after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any

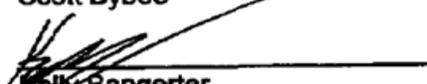
subsequent federal tax laws Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. In Witness Whereof, we, Blair Crouch, Scott Bybee, Anneli Crouch, Kelly Bangerter, and Amanda Bingham have executed these Articles of Incorporation in duplicate this 21 day of August, 2009, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


Blair Crouch


Anneli Crouch


Amanda Bingham


Scott Bybee


Kelly Bangerter

AMENDED AND RESTATED
BYLAWS
OF
HERITAGE ACADEMY, INC.

RECITALS

WHEREAS, a majority of the Directors of Heritage Academy, Inc., an Idaho nonprofit corporation (the "Corporation"), desire to restate and amend the Corporation's original bylaws, including any amendments thereto, in their entirety by substituting these Amended and Restated Bylaws in lieu thereof.

ARTICLE 1: OFFICES

The Corporation's principle office shall be fixed and located at such place within the boundaries of the county of Jerome, State of Idaho, as the Board of Directors (the "Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another.

ARTICLE 2: PURPOSE

The specific and general purposes of the Corporation are described in the Articles of Incorporation.

ARTICLE 3: NO MEMBERS

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

ARTICLE 4: DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the Corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment,

referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore which are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- h. To carry out such other duties as are consistent with the tax-exempt purpose for which the Corporation is formed.

Section 4.3 Number, Election and Term of Directors

- a. As of the date of these Amended and Restated Bylaws, the current Board shall be comprised of seven (7) members. The authorized number of Directors may be established by the Board from time to time, but shall

never be less than three (3) nor greater than seven (7) until changed by amendment of these Bylaws.

- b. The Board shall appoint a special committee (“Nomination Committee”) to identify and nominate individuals qualified to serve as members of the Board. The Nomination Committee shall be composed of the following: one current Director, one employee of the Corporation, and one parent of a student(s) attending the Corporation.
- c. Directors are to be elected at the annual meeting of the Board of Directors then in the office, held July of each year.
- d. Four (4) of the Directors shall be appointed by then sitting Directors. Three (3) of the Directors shall be appointed by Stakeholders of the Corporation. As used herein, “Stakeholders” shall include, but is not limited to, the legal parents and guardians of pupils then attending the Corporation, and faculty and employees of the Corporation. Every other Director seat shall be varied between Director-appointed and Stakeholder-appointed (e.g., Seat #1 – Director-appointed; Seat #2 – Stakeholder-appointed; etc.). Vacant seats shall only be filled in ascending chronological order.
- e. Current Directors and Stakeholders (as applicable) shall vote for a Director to fill a position expiring during that year, or a vacancy needing to be filled. Directors will be elected to fill vacancies on the Board by majority vote of Directors or Stakeholders (as applicable) present at the annual meeting. In the event of a tie for either the Stakeholder-appointed or Director-appointed seats, the Board President shall determine the result.
- f. Directors shall serve on the Board for the initial terms specified below, and shall then serve three year terms. Terms are staggered so as to promote continuity in the Board. At least two seats will expire every year:

Seat # 1 (Director-appointed). Current occupant: Jason Peterson. Term ends June 30, 2015, with subsequent terms ending on June 30 every four years thereafter (i.e., 2018, 2021, 2024, 2027, etc.)

Seat # 2 (Stakeholder-appointed). Current occupant: Anneli Crouch. Term ends June 30, 2014, with subsequent terms ending on June 30 every four years thereafter (i.e., 2017, 2020, 2023, 2026, etc.)

Seat # 3 (Director-appointed). Current occupant: Amanda Bingham. Term ends June 30, 2013, with subsequent terms ending on June 30 every four years thereafter (i.e., 2016, 2019, 2022, 2025, etc.)

Seat #4 (Stakeholder-appointed). Current occupant: Blair Crouch. Term ends June 30, 2015, with subsequent terms ending on June 30 every four years thereafter (i.e., 2018, 2021, 2024, 2027, etc.)

Seat # 5 (Director-appointed). Current occupant: Kala Tate. Term ends June 30, 2014, with subsequent terms ending on June 30 every four years thereafter (i.e., 2017, 2020, 2023, 2026, etc.)

Seat # 6 (Stakeholder-appointed). Current occupant: Kelly Bangerter. Term ends June 30, 2013, with subsequent terms ending on June 30 every four years thereafter (i.e., 2016, 2019, 2022, 2025, etc.)

Seat #7 (Director-appointed). Current occupant: Teresa Molitor. Term ends June 30, 2015, with subsequent terms ending on June 30 every four years thereafter (i.e., 2018, 2021, 2024, 2027, etc.)

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. A director may be removed without cause by majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony.
- c. A vacancy on the Board shall be filled by election of the remaining Directors by a vote of the majority of the remaining Directors, although less than a quorum. In the event of a tie to fill a vacancy on the Board, the vote of the Board President will determine the result of the tie. Each Director so elected shall hold office until a successor has been elected at the annual meeting in the manner described herein.

No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.6 Place/Notice of Meetings

Meetings of the Board may be held at the principal office of the Corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Idaho law shall be posted. The public, any Board member or officer of the Corporation shall place any desired item on the agenda of any Board meeting by notifying in writing, no later than 5 business days prior to the scheduled Board meeting, a description shall be delivered to the then acting secretary of the Corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, approval of the annual budget and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has a reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

In Order for the Board to act on behalf of the Corporation, a quorum must be present. Two thirds (2/3) of the authorized Directors shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records of made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Directors and officers of the Corporation as described on the Charter on the conduct of the Corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interest of the Corporation and with such case, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by;
 1. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5: OFFICERS

Section 5.1 Officers

The officers of the Corporation shall be President, Secretary, and Treasurer. The Corporation may also have, at the discretion of the Board, one or more Vice Presidents,

one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the Corporation shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the Corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and

general manager of a Corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

In the absence of disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho, the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the Corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or President of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

Section 5.10 Treasurer

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositaries as may be

designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6: COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

ARTICLE 7: OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President or any Vice President and the Secretary or Treasurer of the Corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

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

Section 7.3 Fiscal Year

The fiscal year of the Corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the Corporation's interest.

Section 7.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 8: AMENDMENTS

These Bylaws may be amended or repealed by a majority vote of the Board

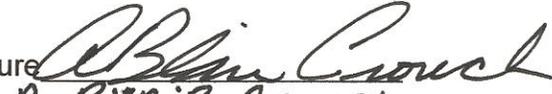
CERTIFICATE OF ADOPTION OF AMENDED AND RESTATED BYLAWS

I certify that I am the elected and acting President of Heritage Academy, Inc., an Idaho nonprofit Corporation, and that the foregoing Amended and Restated Bylaws constitute the Bylaws of such Corporation as adopted, amended and restated by the Board of Directors.

Signature

NAME

President


A. BLAIR CROUCH

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

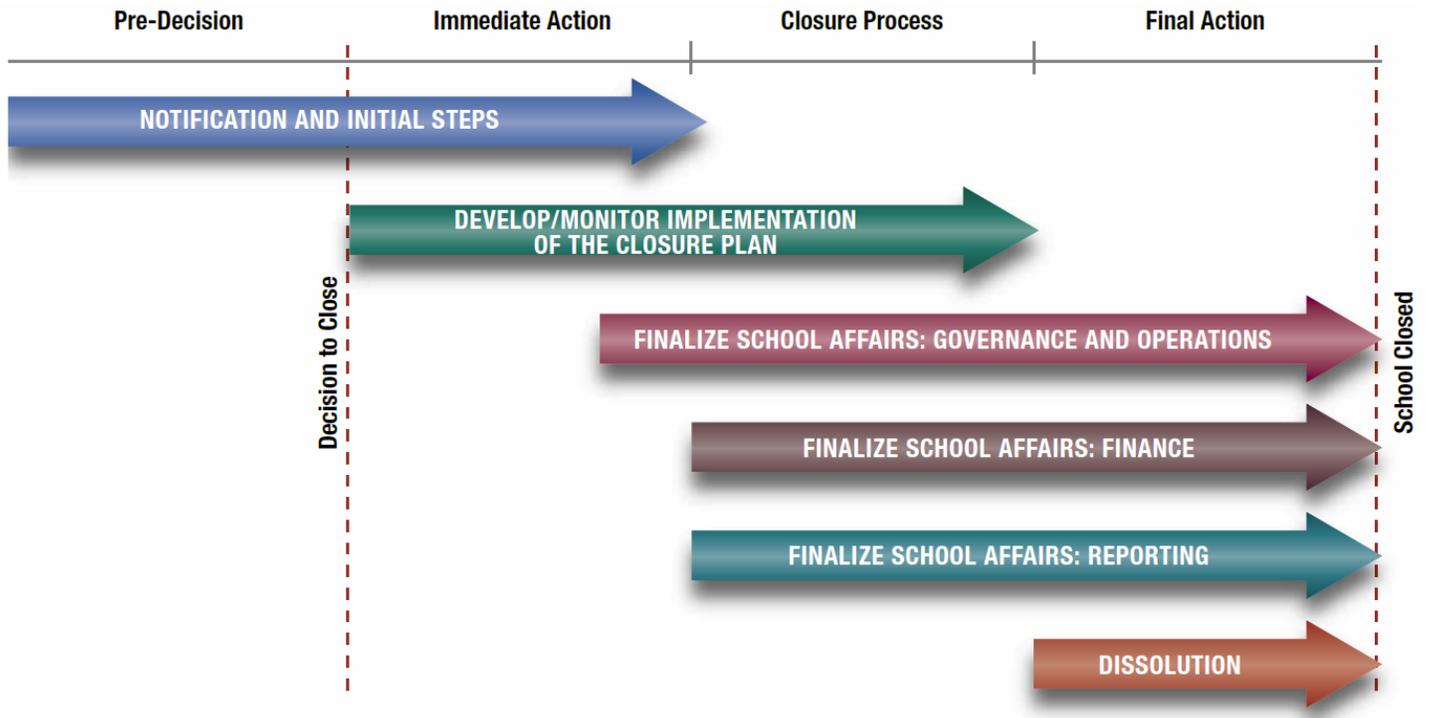
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Coeur d’Alene Charter Academy (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, in 1999, Coeur d’Alene School District #271 approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 1999; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The Coeur d’Alene Charter Academy is dedicated to providing a rigorous, content-rich, college-preparatory education to any students who are willing to accept the challenge.
- B. Grades Served.** The School may serve students in grades six through twelve.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
All students will receive a rigorous college-preparatory education, which, in addition to fulfilling state graduation requirements, will also include:
- two credits of Latin (8th grade),
 - four credits of foreign language,
 - four years of high school math,
 - Ancient History and Literature,
 - European History and Literature,
 - and opportunities to take advance placement and dual enrollment courses for concurrent college credit.
- 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 B. 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.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 812 students. For purposes of the enrollment lottery, the School's board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two months before the school's lottery application deadline and will post them on the school's website within five days of the vote that establishes the annual caps.

A. 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.

B. School Facilities. 4904 N. Duncan Drive, Coeur d' Alene, ID 83815. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

C. Attendance Area. The School's primary attendance area is as follows: Kootenai County, Idaho.

D. 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.

E. 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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 E.
- 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 E.
- 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 E.

- 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. 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 _____, 20____.

Chairperson, Idaho Public Charter School Commission

Chairperson, Coeur d'Alene Charter Academy Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Coeur d'Alene Charter Academy

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

Coeur d'Alene Charter Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on [DATE].

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college-preparatory education to any students who are willing to accept the challenge.		
Key Design Elements	<p>All students will receive a rigorous college-preparatory education, which, in addition to fulfilling state graduation requirements, will also include:</p> <ul style="list-style-type: none"> ● Two credits of Latin (8th grade), ● Four credits of foreign language, ● Four years of high school math, ● Ancient history and literature, ● European history and literature, and ● Opportunities to take advance placement and dual enrollment courses for concurrent college credit. 		
School Location	4904 N. Duncan Drive Coeur d'Alene, ID 83815	School Phone	(208) 676-1667
Surrounding District	Coeur d' Alene School District		
Opening Year	1999		
Current Term	July 1, 2017 - June 30, 2022		
Grades Served	6 to 12		
Enrollment (Approved)	812	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
--	--

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

Coeur d' Alene Charter Academy has opted out of having Mission Specific Goals.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	0 - 14 0
		0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>Notes The district average will be determined using the same grade set as is served by the public charter school. Coeur d' Alene School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	15 - 29	0																		
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		0																		
Measure 2b ELA Proficiency Rate Comparison to District	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>Notes The district average will be determined using the same grade set as is served by the public charter school. Coeur d' Alene School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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		0																		

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)		Result	Points Possible	Points Earned
Measure 4a	Are students making expected academic growth in math compared to their academic peers?			
Norm-Referenced Growth				
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		39-50	0
			26-38	0
			13-25	0
			0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?			
Norm-Referenced Growth				
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		39-50	0
			26-38	0
			13-25	0
			0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a **Are students graduating from high school on time?**

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.
Meets Standard: The school either:
 a) had a four-year ACGR of 80% - 89% OR
 b) had a four-year ACGR of at least 66% AND met its progress goal.
Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>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.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>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 students from ELL services; and ongoing monitoring of exited students.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? 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 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. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-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.			25 15 0	<hr/> 0
Notes					
Measure 2b GAAP	Is the school following General 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 option, an audit devoid of significant findings and conditions, material weakness, 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. Partially Meets Standard: The school largely exhibits compliance 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. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or 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.			25 15 0	<hr/> 0
Notes					
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			25 15 0	<hr/> 0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.				

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the 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. The school's board has adopted and maintains a complete policy book.</p> <p>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. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>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.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>			25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<p>Information Handling</p> <p>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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<p>Transportation</p> <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<p>Public Transparency</p> <p>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 certification 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.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>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 statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>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.</p> <p>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.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current 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 last year's). Does Not Meet: 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.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

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

Coeur d'Alene Charter Academy

Founded 1999

Petition for Change of Authorizer for 2014

District Location: Coeur d'Alene District 271

Physical Location: 4904 N Duncan Drive
Coeur d'Alene, ID 83815
Residing in the Coeur d'Alene School District (271)

Authorized Representative: Daniel P. Nicklay, Principal
4904 N Duncan Drive
Coeur d'Alene, ID 83815
Phone: (208) 676-1667
Fax: (208) 676-8667
dnicklay@cdacharter.org

Alternate Contact: Glenn Mabile, Business Manager

Opening Date: August 1999

Grade Levels: 6-12

Enrollment Goals: 812

Districts Affected: Coeur d'Alene (271), Post Falls (273), Lakeland (272)

Date Submitted for Review: September 9, 2014

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Appendices

Tab 1: Vision, Mission, and Legal Status**Executive Summary:**

The Coeur d'Alene Charter Academy ("The Academy," hereafter), was founded in 1999, by Dr. William Proser, a long-time teacher in the Coeur d'Alene School District. Dr. Proser had found himself increasingly frustrated by the education establishment and its seeming disregard for hard-working, high-achieving students. When Idaho adopted charter school legislation, several parents of his former students approached him with the proposal that he be the figurehead and founder of a new charter school, dedicated to providing a rigorous, college-preparatory education for these long-neglected students. He accepted their proposal and set to work with his supporters to form The Academy.

The school Proser and his backers designed had a decidedly "retro" feel, with several nods to the traditional education model. These included required classes in Latin and Civics, as well as a Western Civilization emphasis—Ancient History and Ancient Literature, European History and European Literature, American History and American Literature, World Literature and US Government for grades 9-12, respectively. One goal was for every student to have read 100 of the world's greatest novels by graduation. In addition, there was to be school-wide emphasis on discussion, exploration, and debate of ideas.

Philosophy:

However different the experiences of men, they are connected by a common link. They are animated by an inner drive that contends against the outside world for meaning. They share a common destiny called by the French philosophers the human condition. The mutuality of this condition forms on all our lips the same great questions of life; universal questions about the existence and nature of truth, the essence of beauty, or the search for justice. Education, at its best, informs us of the history of that search for answers by our fellow men, examines their current status, and inspires us to set out once again on the road to that place where answers can be found. According to Elie Wiesel, it is the questions that unite us and it is the answers that divide us. The answers or ideas that we find have the power to shape the very reality we experience. Ideas form the Zeitgeist of our times because ideas have consequences. Who will argue that the ideas of Darwin or Marx, Freud or Einstein have had little effect on the twentieth century?

The answers to the great questions of life do more than just color the world, they establish it. If this is true, those who teach take upon themselves the obligation of historical awareness. Each discipline in the academic world is built upon the ideas of those who asked the same old questions in a new way or replied to those questions with answers that disturbed their fellow creatures to such an extent, that a dialog was required. For the western world, that dialog can be characterized by the conflict of opinion in debate. The educational philosophy of Coeur d'Alene Charter Academy centers on attempting to stimulate in our student body a respect for that debate. The conflict is what Walter Lippmann called the "Indispensable Opposition." To respect another human being involves taking his or her ideas seriously enough to argue the point. Implied in this debate are most of the academic qualities inherent in the tradition of scholarship stretching back to the ancients. It is a tradition that values a thorough and detailed knowledge of the best that has been thought and said on a subject, a discernment of the crucial tenets of a position, honesty, craftsmanship and precision with language. These abilities are the necessary tools of the would-be scholar. Students who emerge from our classes with these skills are ready to take their place at the banquet table of ideas that is set by a free society.

Education seeks to enlarge, enrich and complicate our understanding of things. Good education is much more an art than a science; it mysteriously transmits a love of the subject being taught. A natural passion for understanding some aspect of human experience or imagination is the rightful inheritance of our

students. That academic inheritance is a legacy of thought that is passed from one generation to another by dedicated teachers. Most of us have had the good fortune to sit under such teachers. The intellectual excitement of learning corresponds to the difficulty of the question being considered. Easy answers will not do; as challenge is inherently linked to achievement. A campus where ideas are truly valued and the conflict of opinion in debate is not only encouraged but celebrated invigorates people. A school that can frame the forum for the debate of ideas without the animosity that so easily shuts off the dialog has captured the idea of the British Parliament or the American Senate. Such a school ascends to its proper place in the long human tradition of academic scholarship. Such a tradition is the unique privilege of free men; men who are united in their pursuit of truth, perhaps divided by their conclusions, yet committed to the process of understanding their own diversity.—Dr. William Proser, Founder

It was the feeling of Dr. Proser and the founding group that there existed in the Coeur d'Alene area a population of families who deserved and would respond positively to a school dedicated to rigorous coursework, college preparation, and high standards. In 1999, the school opened with approximately 200 students in grades 7-10; in the ensuing years, grades 11, 12, and then 6 were added, and today the school serves more than 700 students and has substantial waiting lists in several grades. Clearly the demand for the Academy's style of education is sufficient to ensure its continued success.

Because this petition is a transfer of an existing charter, the "petitioning group" is the current board and administration. The Principal has held his position since 2006, and he has been employed by the Academy since 2000—first as a teacher, and then as Vice Principal. The Business Manager was the Academy's first official employee, and has been employed since 1999. One Board member remains from the founding group; the other current members have been appointed over the last several years. All board members have been vetted according to their qualifications and their buy-in to the Academy's mission.

The Academy's success will be defined by its ability to attract and retain students, and prepare them for admission to, and success in, post-secondary institutions. Some of the indicators include student numbers sufficient to maintain a fiscally sound operation, standardized test scores, graduation rates, post-secondary placement, and completion of degree programs.

In order to demonstrate value-added, Academy students must consistently outperform their public school counterparts on all of these indicators.

Mission Statement:

The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college-preparatory education for any students who are willing to accept the challenge.

This mission statement is the focus of everything we do. You will find it posted prominently in several of our classrooms, on our website, on our stationery, and on the side of our building. It was adopted by the original board of directors, with cooperation of the founder. It is viewed as the starting point and guiding principle of the school.

The Academy's beliefs are codified in a document entitled *Foundational Values*, which was composed and approved by the faculty, staff, and administration, and added to the official charter when renewed in 2004.

Vision Statement:

Coeur d'Alene Charter Academy exists in order to promote and implement academic excellence in our student body. Further, we seek to ensure that our graduates are knowledgeable and proficient users of

language so that they may: succeed in school, participate in our democracy, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives. Included in this vision are the following broad educational goals and objectives:

- To refine our students' academic skills including reading, writing, speaking, and thinking, and to advance their knowledge of the major disciplines of language arts, mathematics, science, and history.
- To learn the traditions and values of past and present civilizations.
- To gain an appreciation of the fine arts of music, art and drama.

Articles of Incorporation and Bylaws:

See Appendices A, “Articles of Incorporation,” and B, “Bylaws”

Nonprofit Status:

See Appendix E, “Non-Profit Verification”

Tab 2: Proposed Operations**Operations:**

The Coeur d'Alene Charter Academy is an educational institution organized and managed under the Idaho nonprofit corporation act. The Board of Directors of Coeur d'Alene Charter Academy shall be deemed public agents authorized by the Idaho Charter School Commission to control the charter school.

Beginning in 2014, the Academy will function as an LEA, and will be responsible for providing all related services for its students.

The Academy has resided on the same location since its founding in 1999, 4904 N. Duncan Dr., right in the middle of Coeur d'Alene. In 2009, we purchased an adjoining lot and expanded our facility. We have no plans to move. We reside within the Coeur d'Alene School District, and specifically, within the Lake City High School and Woodland Middle School attendance areas.

The Academy serves students in grades 6-12. As a “school of choice,” the Academy may attract students from any of the area schools; therefore, there exists no accurate method of predicting future demographics. Historically, the demographic composition of the student body would appear to approximate that of the community. According to the 2013 census, Coeur d'Alene’s population is 93.8% white, with a median household income of approximately \$41,000 (<http://quickfacts.census.gov>).

The Academy’s Special Education population has typically represented less than 5% of its total student population. There are no factors in the application or enrollment procedures that would either limit or augment that number.

Until becoming its own LEA in 2014, the Academy did not accept federal funding, and therefore had no reliable means of obtaining specific demographic information. Since becoming an LEA, the Academy has begun accepting federal funds and will make use of the related federal data collection and reporting methods to obtain that information.

The educational method employed by the Academy is a traditional model that emphasizes direct instruction by master teachers. Additional emphases are maximizing student contact time, providing challenging instruction, and combating grade inflation. Students are held to a high, objective standard, and will not be promoted based on effort or for social reasons.

Potential Effects:

Our effect on the local district has been almost entirely positive, if measured by the programs they have added to serve their students. The district has increased the number of programs it offers for advanced and college-bound students, and has also begun offering numerous “choices”—several magnet schools, for instance.

Anecdotal evidence suggests that the Academy’s success has also provided a boon to the community. Parents indicate that they have moved to Coeur d'Alene (sometimes from across the country) to allow their children the opportunity to attend the Academy.

In addition, our opening likely saved the local school district from having to run bond elections for expanding facilities. Our student population is largely comprised of District 271 students, who, if they were still on district rolls, would necessitate extensive building improvements. It should be noted that the Academy accomplished this without access to local taxes, but with only base state funding. The Academy does not have plans for any further expansion.

Target Market:

The primary attendance area of the Academy is Kootenai County, Idaho.

Demand for the Academy’s program is demonstrated by the school’s considerable growth, as well as the lengthy waiting lists.

Facilities:

The Coeur d'Alene Charter Academy views school facility and maintenance issues as an integral part of the quality of education component of the school. However, we do not believe that it is necessary to build special purpose monoliths that have no value outside the world of education. These types of structures (common in education) are very difficult to sell and have little value to other entities. Often you find empty or poorly used and aged buildings that school districts have a hard time disposing of or putting to good use.

The Academy will continue to provide quality facilities that meet the educational programming needs of our mission and the safety of our students and staff while protecting the public trust through wise investment in facilities and maintenance.

Building and Land Statistics:

LAND

NORTH PARKING LOT (.575 ACRES)

Fully developed in 2006
Serves as our main parking lot for visitors, upperclassmen, and some staff

EAST PARKING LOT (.63 ACRES)

Completed 2010
Serves as parking for underclassmen and special events

NORTH ANNEX LOTS (1.028 ACRES)

Developed site includes HS annex, 2 modular buildings and green space
60% of the site is building space, the remainder green space

PRIMARY SITE (4.2 ACRES)

Developed site includes main building, 3 modular buildings, parking, green space and playground
The site is approximately 50% buildings and parking, 50% green space and playground

TOTAL ACREAGE- 6.43

BUILDINGS

MAIN BUILDING (25,700 SF)

- Built in 1994 (17,000sf) as retail space, was remodeled in 1999 for the school
- Remodeled 8 of the first 10 years due to enrollment growth and programming needs
- 14 classrooms including choir, band, and art rooms
- 4 administrative offices, 2 custodial spaces and misc. storage

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- 4 student bathrooms and 3 staff bathrooms
 - Staff lounge, media room, common space and multi-purpose room

**Replacement cost \$2,830,000*

NORTH ANNEX (15,302 SF)

- Built in 1997 as light industrial space, was purchased and occupied in 2008-09
- 7 classrooms, 4 offices, 2 staff prep spaces, conference room and misc. storage
- Multi-purpose room, 2 student bathrooms and 2 staff bathrooms

**Replacement cost \$1,680,000*

MODULAR M1-M2 (1,792 SF)

- Built approx. 1971, most recent remodel was 2006.
- 2 classrooms, prep and storage area
- Due to be replaced within the next 5 years

**Replacement cost \$200,000*

MODULAR M3-M4 (1,680 SF)

- Built approx. 1971, most recent remodel was 2006
- 2 classrooms
- Due to be replaced within the next 5 years

**Replacement cost \$190,000*

MODULAR M5-M6 (1,792 SF)

- Built in 2003
- 2 classrooms, prep area and library

**Replacement cost \$200,000*

MODULAR M7-M8 (1,792 SF)

- Built in 2006
- 2 classrooms

**Replacement cost \$200,000*

MODULAR M9-M10 (1,792 SF)

- Built in 2006
- 2 classrooms

**Replacement cost \$200,000*

TOTAL BUILDING SQUARE FOOTAGE- 49,850

***TOTAL BUILDING REPLACEMENT COSTS \$5,500,000**

**Replacement costs based on \$110 per square foot rounded to the nearest \$10,000*

MORTGAGE INFORMATION

FIVE NOTES HELD BY BANKCDA

BALANCE ON JUNE 30TH, 2014: \$2,132,343

Annual payments are \$238,941.

Terms of all 5 notes are the same, 3.85%, amortized over 30years with a due date in 2021.

The following addresses make up the campus of the Coeur d'Alene Charter Academy:

4904 N. Duncan Drive

4916 N. Duncan Drive

4921 N. Duncan Drive

Coeur d'Alene, ID 83815

The Academy's facility has undergone numerous improvements over the years. The main buildings, formerly a plant nursery (the original building) and a warehouse (the annex), have been modified to accommodate the unique demands of a school. Although the facility will never be described as "state of the art," we do not subscribe to the philosophy that "state of the art" buildings are necessary for excellent education to occur.

Through the years, the Academy has managed its budget in a way that has allowed for additions to, and expansions of the facility. Without the ability that a school district has to levy local taxpayers, charter schools must exercise responsibility in their financial dealings. The Academy maintains a debt load that is manageable and responsible.

The Academy is centrally located in Coeur d'Alene, and is easily accessed from all parts of the service area. The Academy undergoes a facility safety inspection annually, and addresses any areas of concern. The facility complies with all applicable safety and accessibility requirements. (See **Appendix F, "Facilities Inspection"**)

Administrative Services:

Administrative services shall be provided by the principal, a vice-principal and a business manager.

Both the Principal and the Business Manager are under the supervision of the Board of Directors; the Vice Principal reports to the Principal.

The Principal is primarily in charge of managing the academic programs, including teacher evaluations, curriculum development, and teacher assignments. In addition, he or she is charged with representing the school to the public and ensuring compliance with Idaho code.

The Vice Principal assists the Principal in supervision of all staff, including teacher evaluations. He or she also functions as the Activities Director.

The Business Manager is in charge of all aspects of the school's financial dealings, as well as facilities maintenance. (See **Appendix K, "Organizational Chart"**)

Each of these administrators has an assistant whose duties, along with those of other office staff, cover such necessities as registrar, receivables and payables, attendance, and school calendar maintenance.

Civil Liability:

The Coeur d'Alene Charter Academy may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes as deemed appropriate by the Board of Directors. Its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of a public school. Neither School District #271 nor the Charter School Commission shall have any liability for the acts, omissions, debts, or other obligations of Coeur d'Alene Charter Academy, except as may be provided in an agreement or contract with Coeur d'Alene Charter Academy.

Insurance:

Coeur d'Alene Charter Academy will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors' and officers' liability in the annual budget. The Commission shall be given a sixty-day notice of cancellation or non-renewal of said insurance.

Tab 3: Educational Program and School Goals (33-5205(3))**Educational Philosophy**

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

- 1) A safe environment conducive to learning is provided.

The Administration ensures a safe learning environment by maintaining and annually updating its safety and emergency response plans. In addition, regular “teach-to” lessons about school safety and responsibility are built into classroom lessons. Our counseling staff practices proactive classroom outreach events to ensure that students are aware of services and the availability of counselors. Further details may be found under “How Learning Best Occurs,” below.

- 2) Educators are empowered to maintain classroom discipline.

One of the tenets of the Academy is that no student has the right to interfere with the teaching and learning process for their peers and teachers. Classroom teachers, office staff, and custodians are empowered and encouraged to identify and address discipline issues. A major point of emphasis is that our students belong to all of us, we have them in our classrooms or not. Further details may be found under “How Learning Best Occurs,” below.

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

From the first parent and student orientations, we emphasize the importance of self-discipline and character, as manifested in student behavior, attitudes, and work ethic. Many parents bring their children to the Academy specifically for the safe, positive, supportive environment, and we consider it our responsibility to them to ensure that the environment is all of those things. Further details may be found under “How Learning Best Occurs,” below.

- 4) The skills necessary to communicate effectively are taught.

Communication skills are at the heart of the Academy curriculum. All classes require students to demonstrate engagement by participating in classroom discussions and at all times being able to justify their answers. Anecdotal evidence from area colleges and universities indicates that Academy students stand out by their ability to participate actively in discussions. Further details may be found under “Educational Program,” below.

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

This, of course is our primary purpose, and we take it seriously. Literally every class in our curriculum is geared toward the all-encompassing goal of ensuring our students’ success at the next level, whether they choose trade school, a community college, or an elite university. The requisite skills in all of these settings are the ability to think clearly, communicate effectively, utilize acquired knowledge, and solve problems creatively. Underlying all of these skills is the necessity of a solid work ethic. Every class we teach is taught at an accelerated pace, with an emphasis on preparing students for success in the most demanding academic settings. Students soon discover that their willingness to work hard and ask questions is far more important than their natural academic ability. Further details may be found under “Educational Program,” below.

- 6) The skills necessary for students to enter the work force are taught.

Although the Academy does not have programs geared specifically toward job skills, the general skills required by most employers are compatible with the Academy's emphasis on work ethic and critical thinking. A teachable employee with a solid work ethic is highly desirable to businesses, and Academy students meet that description.

7) The students are introduced to current technology.

The Academy emphasizes the use of technology as a tool, rather than as a focal point. Students are required to demonstrate mastery of useful technology in the course of their daily work. Examples include the requirement of applying MLA formatting to all written work beginning in 6th grade, as well as implementing correct use of presentation software. Students in science classes produce water quality reports for state agencies using handheld devices, and the absence of a school library necessitates that students learn responsible research techniques using online resources. Our students do not spend a great deal of time doing "fun" projects on technology, as this would detract from our college-preparatory mission.

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

Good citizenship has been a point of emphasis since the Academy's inception. All eighth-grade students are required to take a Civics class that surpasses the state's standards for high school government. This class serves as a ready vehicle for teaching the importance of civic involvement and personal responsibility. Further details may be found under "Educational Program," below.

The following beliefs and practices comprise the Academy's detailed plan to satisfy the thoroughness standards established by the state of Idaho.

How Learning Best Occurs:

Learning best occurs when students are provided a safe learning environment, highly qualified instructors, and consistently challenging and engaging instruction. The Academy will provide such an environment by meeting the Standards of Thoroughness, as provided in Idaho Code 33-1612. Administration, faculty, staff, and parent volunteers are empowered to maintain discipline in the classroom and the hallways, and are expected to hold students to a high standard, both academically and behaviorally. The Academy's discipline policy is based on the belief that discipline is not something we "do to" students, but something that we hope to instill in them. This is achieved through active teaching of ethical behavior and decision making, coupled with consistent, meaningful sanctions for noncompliance. From the school uniform requirement, to the eligibility policy for field trips and activities, to the work ethic requisite for student success, the Academy promotes citizenship, leadership, determination, and time management. All of these qualities are essential for success after graduation.

Although not a specific course offering, the Academy also instills in its students the tools to successfully compete in post-secondary education or the workplace. By emphasizing the critical skills of written and oral communication, supporting an argument in respectful debate of ideas, and purposeful utilization of technology, we prepare our students for successful integration in whatever post-graduation endeavors they choose to pursue.

An Educated Person:

To be educated in the twenty-first century means to have an informed knowledge of the past and to be able to read and reflect on the best that has been written and said about the most important subjects. It implies the ability to express oneself through the written word with clarity and precision and to manipulate the languages of science and mathematics with reliability and validity. An educated person

can both apply reason to current problems and recognize its limits. An educated person has at his disposal a broad array of important factual and conceptual knowledge as well as the skills to implement that knowledge successfully. Therefore, the Academy will offer a curriculum that includes a clear and specific core of important knowledge, concepts and skills that all students need to learn. This knowledge will facilitate learning in a full range of disciplines, including the humanities, mathematics, science, music, and the arts.

Educational Program:

The Academy's clearly-defined mission of rigorous, content-rich college-preparatory education is complemented by a commitment to teacher autonomy. Our founding documents speak clearly to this commitment, under the heading of "Academic Freedom." Our philosophy is based on the belief that academic excellence is to be found not in a specific curriculum, but in the hiring of qualified experts in their field of study, given the freedom to develop their own curriculum, based on their own strengths and professional judgment.

Although each curricular area assumes the delivery of specific academic expectations, there is significant crossover among the disciplines. The Academy encourages all teachers, for instance, to integrate writing, research, and presentation and to teach and require correct research format. In addition, teachers often work together to develop interdisciplinary lessons, furthering this overlap and reinforcement.

The Academy has a written policy statement concerning the selection of educational materials, which makes it clear that all curricular decisions are made by the individual teacher, as long as the teacher ensures that learning outcomes are achieved, Idaho Core Standards are exceeded, and school standards are met.

The written curriculum exists primarily in the form of individual teacher syllabi. Departments are required to establish essential learnings for each class and grade level, but the design of lessons is left to the professional judgment of the teacher. The standards and scope and sequence are examined several times each year to ensure the minimization of redundancy and the maximization of coverage.

Curricular coordination is fostered by semi-monthly all-staff meetings, which alternate with department or grade-level meetings as needed. In addition, Academy staff return from summer break a full week before students for the specific purpose of planning and designing cooperative lessons. Coordination with sending schools is a difficult feat, as the Academy represents a significant academic leap for most students coming from other area schools. The sixth grade is the only level specifically geared to meet the needs of incoming students, although teachers in all grades take efforts to assimilate new students.

Professional staff have the responsibility of developing, evaluating, and revising curriculum to ensure cohesive and effective instruction for all students. Unfortunately, standardized tests provide little useful information, as Academy students routinely score well beyond established standards. Instead of using standardized testing data, teachers are expected to apply a high degree of professional discretion and collaboration to ensure that students receive quality instruction. Curriculum review, then, is ongoing and based on intimate knowledge of student abilities. The emphasis on teacher autonomy places a high premium on professional judgment, but eliminates much of the need for significant structured time or financial support for curriculum development. When teachers do require financial or other support, administration provides leadership, encouragement, and financial support as necessary.

The overall curriculum, as well as the individual curricula of the different departments and classrooms, is focused on the clear goal of preparing students for success in post-secondary education in the best schools

in the country. To this end, the Academy puts great emphasis on challenging students in every period of every day. At the beginning of each school year, teachers are challenged to ask themselves how their class meets this requirement and how it is significantly better than a similar class in any other school.

Every student is expected to rise to the Academy's challenge, and teachers are expected to work diligently to ensure that every student has the chance to succeed. It is important to note, however, that the Academy's standards are high, and that students are required to meet them; the Academy does not lower standards or expectations to ensure that students pass. Rather than lower the bar, our goal is always to raise the student's performance. Students who do not pass a class are required to re-take it until they demonstrate an acceptable level of mastery. In this way, we give students the best chance of success at the next level. Special Needs students are also held to a high standard, based on learning goals established in a properly-developed IEP. Interventions and modifications occur as necessary, as determined by the IEP team, to ensure that students are provided the best possible chance at success.

The Academy provides an accelerated curriculum that manages to emphasize both breadth and depth. It is our belief that the public education system in our country underestimates the ability of students and asks little of them. We make it a point to challenge students to think, inquire, problem-solve, and develop higher-order thinking from the moment they enter in sixth grade. Testing data indicate that this course of study is very effective at achieving its goals. Anecdotal information from our graduates and their college professors provides strong evidence that, in many cases, we have over-prepared them. A common comment from a graduate is, "College is easy, compared to Charter."

Authentic application of knowledge and skills occurs in all classrooms on a regular basis. Math classes are tasked with "discovering" math concepts through problem-solving, social studies classes work to provide solutions to community and world issues, and other disciplines similarly engage students in "real-world" issues that force them to apply learnings to meaningful problems.

One of the tenets of the Academy is the value of respectful debate of ideas, and the importance of the "indispensable opposition." Students are expected to engage in discussion and debate of big ideas, always with an emphasis on supporting their position. When students are required to not only master coursework, but also to formulate cogent arguments to support their positions, they are demonstrating a depth of understanding that is crucial in post-secondary education and in whatever field of work they may enter.

This very same requirement enables students to achieve a metacognitive understanding of their own work and studies. Students are required to examine their own learning style and beliefs, as well as that of peers. The course of study and the methods generally employed at the Academy might be considered an extended course in epistemology; we encourage students to think, and then to examine why they think the way they do.

The Academy recognizes that students require a varied delivery and a broad range of choices to maximize their educational experience. To this end, it has allowed students to enroll in approved classes at the local college, and has built its master schedule to accommodate this. Students are self-directed insofar as they are expected to take responsibility for their own learning and seek out learning opportunities. By and large, the Academy's philosophy leans more toward the "sage on the stage" model than the "guide by the side" model; that is, we emphasize the importance of direct instruction and "teacher as expert.

The relatively small size of the Academy's student body fosters a more personalized instructional model than many other schools. Teachers are able to know the strengths and needs of individual learners, and

present lessons appropriately. In addition to in-class adjustments, the daily “study lab” period is provided specifically as a support for students; it is a time when they can get tutoring, work collaboratively on projects, or study. Teachers are available during this time, as well as before and after school to assist students.

The high school curriculum is aligned across disciplines to facilitate cross-curricular connections. This is especially evident in the English and Social Studies disciplines. Ninth-graders study Ancient Literature and History, tenth-graders study European Literature and History, eleventh-graders study American Literature and American History; twelfth graders study the state-mandated U.S. Government and have options for English. Cross-curricular connections happen both by design and by happenstance.

Course of Study: The Academy includes in its requirements a full year of Latin and Civics for all eighth graders. The high school curriculum includes an articulated program of English and Social Studies, as follows:

9 th Grade:	Ancient Literature	Ancient History
10 th Grade	European Literature	European History
11 th Grade	American Literature	United States History
12 th Grade	World (or AP) Literature	United States Government

The Academy’s graduation requirements exceed the state’s graduation requirements; in addition, graduation requirements include two full years of foreign language, beyond the eighth-grade Latin requirement. Elective classes are limited to the arts—Choir, Band, Drama, Visual Arts—and oral communications or debate.

One of the hallmarks of the Academy is the belief in teacher autonomy. Each department, and each teacher within each department, is responsible for setting standards and designing appropriate instruction to reach those standards. As a college-preparatory school, we believe it best to trust our professional staff to make sound academic decisions. Our mission statement is intentionally vague, leaving much to the discretion of the teachers, and allowing each of them to pursue their individual gifts and strengths.

The Academy takes pride in its high expectations for student behavior. We emphasize responsibility and ethical behavior. We enforce these through an aggressive disciplinary policy and teach it in our classes. Student attendance and punctuality are enforced through a clear policy that punishes excessive tardies and absences. Extracurricular activities are not allowed to interfere with the school day. Academic integrity is taught vigorously and enforced from the beginning of sixth grade.

In addition, our academic program includes an eighth-grade Civics requirement, which integrates *Project Citizen*, a large presentation project that requires students to identify a social issue and propose a workable solution. Our high school is the only school in North Idaho that participates in *Model United Nations* in Montana.

The Academy’s mission drives every significant decision in the school. With a constant emphasis on maintaining a high standard, the Academy has created a culture of academic excellence, both in the school halls and in the community. A common problem in charter schools is the phenomenon of “mission drift,” a tendency to lose focus and make compromises in order to please a broad base of

customers and demands. The Academy has proactively fought against this phenomenon, and has succeeded in establishing and maintaining a reputation as the top academic school in the region.

Although the area's other public schools have taken measures to offer more advanced learning opportunities for their students, the Academy remains the only public school in the primary attendance zone dedicated exclusively to this mission.

The Coeur d'Alene Charter Academy will develop educational standards that ensure our alumni both obtain and apply the knowledge and skills necessary to compete successfully. The Academy will maintain standards that exceed the Idaho Core Standards at all levels as we seek to graduate literate, responsible citizens who can contribute to their families and communities. Teachers are required to submit a statement annually that they have studied, understand, and are exceeding Idaho Core Standards or state standards (where Core Standards are not yet available) in their curricular area. (**Appendix V, "Standards Statements"**) Students shall advance based on their mastery of the curriculum. Frequent and regular assessment tools will monitor and report progress, and guide and improve instruction. The assessment used will express clearly the quality of student work and certify that students are meeting standards. Coeur d'Alene Charter Academy shall fulfill the requirements of IC 33-1612 by a thorough, consistent, rigorous application of its curriculum. It is the goal of the Academy to provide a college prep education that equals or exceeds the programs of the finest prep schools in the nation.

Program Goals:

Through its program of rigorous coursework and high expectations, the Academy will:

- Prepare students for success in any post-secondary academic pursuit;
- Instill confidence in its student body that will enable graduates to pursue and conquer future challenges, both academic and otherwise;
- Provide a "value added" educational experience, enabling motivated students to realize outstanding achievement;
- Provide a safe learning environment, where students are free to pursue academic excellence, and where academic success is celebrated.

Research-Based:

The Academy's curriculum and instructional models are not, strictly speaking, based on hard research. The charter school movement is intended to encourage experimentation and innovation—that is, our successes and failures are supposed to BE the research. However, our methods are rooted in the model that has existed for hundreds of years (before state or national standards). This model can be described as follows:

- 1) Set high, objective standards for student achievement based on the professional judgment of highly-qualified teachers;
- 2) Allow the teaching staff the freedom to pursue these standards based on their individual strengths, recognizing that there is no "correct" method of teaching;
- 3) Establish high expectations for student behavior and work ethic;
- 4) Hold teachers and students accountable.

The Academy's results are undeniable. The Academy has been recognized as the highest-performing school in Idaho, and among the elite schools in the nation, according to numerous publications that rank public schools. (**See Appendix H, "National Recognition"**)

Our history of success can reasonably be considered an ongoing action research. In the spirit of the charter school philosophy, we actively and intentionally reject many of the conventions of the failing education system and focus on operating better, smarter, and more efficiently. The success of our model has been documented in an independently-conducted, longitudinal study. (See **Appendix Z, “Longitudinal Assessment of Student Progress”**) This study concludes that the longer students attend the Academy, the further they out-perform their peers in other public schools.

Special Education:

The Coeur d’Alene Charter Academy will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act, and use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, when included in a student’s IEP. The Academy will provide a free and appropriate public education to all students. The Academy will hire or contract for special education services with Highly Qualified Special Education Teachers who meet Idaho state requirements.

The Academy will serve children with disabilities in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA). The School Board of the Academy has adopted the Idaho Special Education Manual 2007 and all subsequent revisions. (See **Appendix S, “Special Education Manual Adoption”**)

The Academy will provide special education and related services to eligible students in the Least Restrictive Environment as identified on each student’s IEP.

The Academy will provide a continuum of services for serving students with disabilities, in accordance with the mandates of IDEA. The IEP team will consider the student’s needs and the continuum of alternate placements and related services available to meet those needs.

The Academy will provide supplementary services in accordance with IDEA, as determined by the student’s IEP team.

The Academy will provide the necessary services in accordance with IDEA as determined by the student’s IEP team.

The Academy’s evaluation team will determine eligibility for services according to the mandates of IDEA.

The Academy will use scientifically research-based supplemental and replacement curriculum for students with disabilities, as determined by the IEP team, and in accordance with IDEA.

IDEA includes a set of procedural safeguards designed to protect the rights of children with disabilities and their families. The Academy will protect student and parent rights as described in the Idaho Special Education Manual. A locked file will store special education records and staff will be trained in confidentiality requirements.

Students receiving special education services will be held to high academic and discipline standards, within the scope of applicable federal and state laws. Teachers and administrators will follow the Idaho Special Education Manual to address these issues, including Behavior Intervention Plans (BIPS) for students whose behavior impacts their learning or the learning of others, as determined by administration and the IEP team. When manifestation determinations occur, the Academy will make proactive use of Positive Behavioral Interventions and Supports (PBIS).

When the IEP team determines that a student's academic needs cannot be met on site, the Academy will contract with another agency to provide those services. The Academy will continue to monitor such students' progress.

The Academy will provide a formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring. A non-discrimination statement will be included in all advertisements for enrollment.

The Academy will comply with all provisions of Section 504 of the Rehabilitation Act.

Limited English Proficiency:

The Academy will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in the enrollment lottery procedures. The Academy will contract the provision of LEP services with providers who meet Idaho state requirements.

Gifted and Talented:

The Academy's accelerated curriculum and mission as they exist are perfectly suited to serving the needs of Gifted and Talented students. Special accommodations are made within the context of the individual classroom, allowing for teachers to challenge students according to their unique talents. The Academy will follow all rules and regulations addressing Gifted and Talented in Idaho code, 33-2001, 33-2003, and IDAPA 08.02.03.999.

Dual Enrollment:

According to Idaho Code 33-203(7), dual enrollment shall include the options of enrollment in a regular public school. Students from the Charter Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7), Idaho Code. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as daily announcements and monthly newsletters.

It is the intent of the Academy to remain true to the mission statement and deliver the curriculum through highly skilled professional instructors. We will maintain a standard of academic excellence so that a diploma earned at the Academy has significant value. Therefore, classes taken through dual enrollment must meet the Academy standards for rigor and content, as determined by the Principal or his/her designee.

Full-time Charter Academy students may take dual enrollment high school courses through another accredited high school during grades 9 through 12.

In most cases, courses taken at another high school while the student is enrolled full time at the Academy, including summer school courses, will not be accepted to meet core graduation requirements and will earn only elective credit at the Charter Academy. At the principal's discretion, the Academy may award credit for a core requirement if the class is needed to graduate and cannot be scheduled at the Academy.

All dual enrollment high school courses must meet the following requirements:

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- a. The course is offered by a provider accredited by the organization that accredits Idaho high schools, or an organization whose accreditation of providers is recognized by the organization that accredits Idaho high schools;
 - b. The state department of education has verified that the teacher is certificated by the state of Idaho and is qualified to teach the course;
 - c. The parent or guardian registers the student for the course through the Charter Academy's normal registration process and the student's parent or guardian makes such enrollment requests no later than 30 days prior to the end of the term immediately previous to the one for which the student is enrolling, or no later than the end of the school year, in the case of a term ending at the end of the school year.

Unless previously approved, all grades earned and credits received for dual enrollment high school courses will be included on the Charter Academy transcript as elective credits.

Concurrent Postsecondary Enrollment:

Idaho Code 33-203(8) specifies that courses may be taken through a postsecondary institution. The parents are responsible for all tuition and fees incurred for dual enrollment courses taken at post-secondary and private secondary schools.

The privilege of concurrent enrollment through an accredited postsecondary institute may be extended to students who have at least junior standing with a weighted cumulative GPA of 2.5 or higher.

The student must apply to the principal or designee on the approved form signed by the student and parent one month prior to the required enrollment deadline at the other institution. To assist in completing the master schedule, students will notify the principal by the completion of school (approximately June 15) of their intent to dual enroll the following fall.

All full-time students are required to complete at least one core requirement at the Charter Academy during their junior and senior years (core requirements include any courses in English, social studies, math, or science which meet graduation requirements). All concurrent credit courses must be approved by the principal or counselor with designated dual credits courses required to meet specific Charter Academy graduation requirements.

For every semester credit earned at or through a postsecondary institution, the student will earn half a credit at the Academy (e.g. four college semester credits equal two Academy credits). All classes taken outside the Academy will be designated as such on the student's transcript, and grades received by concurrent enrollment will not be included in the student's grade point average. It is the student's responsibility to provide the registrar with documentation of all earned concurrent enrolled credit in the academic year it is obtained. Seniors must provide this documentation by the end of May to ensure credits are in order for graduation.

Tab 4: Measurable Standards, Accreditation, and Accountability**Attainment of Skills and Knowledge:**

Academy students are held to very high academic standards. Proficiency on state-mandated tests is the minimum level of expected achievement. Academy teachers are expected to set a high bar for student performance and construct tests that require students to demonstrate mastery. Students who fail to demonstrate command of the material will not be promoted to the next level. Instruction is designed to exceed all state standards; teachers are required annually to certify that they are knowledgeable of the standards, and that their instruction meets or exceeds the standards.

The Academy has been a five-star school since the inception of the star rating system in Idaho, and has achieved this feat by having not only the highest test scores, but exceptional growth. Teachers are expected and required to collaborate by subject area and grade level to ensure consistency in the application of standards and curriculum. Departments examine results to determine instructional issues and address those issues promptly, as well as on an annual basis.

The effectiveness of this model is evident in the consistently high performance of Academy students on all measures of academic performance. An independent longitudinal study found that Academy students experience exceptional growth, and that this growth is magnified the longer the students attend. (**Appendix Z, “Longitudinal Assessment of Student Progress”**)

What will it take for a student to be successful at Coeur d’Alene Charter Academy?

The answer to the question is the same thing that enables one to become a pianist, poet, or professional athlete. There is no substitute for hard work! Diligence, perseverance, a refusal to quit, the desire to succeed, and an understanding of the necessity and dignity of labor are all qualities of a highly developed work ethic. We intend to encourage this quality in our students when they demonstrate this attitude toward their studies and highlight the need for those who do not. Coeur d’Alene Charter Academy recognizes that primary responsibility for developing the respect for work and willingness to put forth effort lies with the parents. A highly-developed work ethic is internal, a function of character. Academic achievement is easier for some and harder for others.

In our opinion, and that of many educators at the secondary and college levels, one of the most serious deficits in the preparation of students today is their inability to manage time effectively. For those young people who wish to assume responsible positions in business and academics, it is necessary to develop the skills of self-motivation and time management. We intend to teach our students that understanding and knowledge are available to most of us and made accessible by a combination of effort and time. Because of this, excessive hours spent in part-time jobs or play restricts the time at students’ disposal leaving them at a competitive disadvantage with their peers nationwide.

Our intended workload of approximately one to three hours outside the classroom seems stressful only when compared to the eroded standards we have become accustomed to; this is considered routine today in the better public and private schools worldwide. We happen to believe that the first business of a student is learning. Students who see their personal academic preparation as a full-time occupation gain a distinct advantage over those with whom they compete. Coeur d’Alene Charter Academy will develop students by increasing their capacity for work through a demanding curriculum that lays the foundation for future educational and professional success.

Measurable Student Educational Standards:

As mandated by Idaho Code 33-5209A, the Academy administration sets forth the following criteria for demonstrating accomplishment of mission-specific goals. These goals are intended to encourage and require that our program provide “value added.”

Academic Proficiency Goals: Students at the Academy will demonstrate grade-level proficiency as defined by the state of Idaho, and as measured by the state-adopted standardized test(s).

Goal 1: 90% of Academy students will score proficient or higher on state-adopted test(s).

Goal 2: The Academy will perform in the top quartile in the state of Idaho on the state-adopted test(s) as measured by mean score.

Student Academic Growth Goals: Students at the Academy will achieve growth targets as established by the state of Idaho, and as measured by the state-adopted standardized test(s).

Goal 3: 90% of Academy students will meet target growth rates as measured by the state-adopted test(s).

Goal 4: The Academy will demonstrate growth rates in the top 50 percent of all Idaho schools as a percentage of students meeting state-established growth goals on state-adopted test(s)

College and Career Readiness Goals: Academy students will demonstrate college readiness by performing above the state average on college-entrance exams, such as the ACT and SAT.

Goal 5: 70% of Academy twelfth-graders will achieve “college ready” composite scores on college-entrance exams.

Reporting of Standards:

The Academy completes all required reports to the state and its authorizer, including annual reporting of student academic performance, accreditation status, and performance toward Measurable Student Educational Standards. In addition, the school produces a “School Profile” for all stakeholders and interested parties, which includes information on our philosophy, academic programs and standards, test scores, national recognition, and contact information. This profile appears on the school’s website and is available upon request through the school office.

Methods of Measuring Student Progress:

Students at the Academy will continue to take all state-mandated tests, just like all public school students in Idaho. This will include the SBAC and/or the ISAT, as well as any other state-adopted or state-mandated testing instrument. All eleventh-graders take the PSAT/NMSQT, and have for many years, even before the state began paying for it. In addition, the Academy has long made it a practice to test all of its seniors with the SAT. As our mission is college-preparatory, these college-admissions tests are a crucial measure of our success in pursuing our mission. Every effort will be made to ensure maximum participation in mandatory testing. Our testing coordinator will track participation and ensure that those who miss school test days are allowed and provided a make-up test day. The Academy has consistently met and surpassed the state’s requirement for test participation.

Measurement of Student Progress Toward Standards:

The Idaho Core Standards represent the minimum standards all students at the Academy will achieve in order to graduate. Student progress in meeting the state achievement standards will be measured with the SBAC or any other examination officially required by the State or federal government of all other public school students.

The Coeur d'Alene Charter Academy reserves the right to measure student progress with other standardized testing instruments.

Academy staff has undergone extensive training in the implementation of the Idaho Core Standards, and has in place a program for ongoing professional development to ensure that our teachers understand and effectively apply the standards. Our program has been used as an exemplar at the state level.

The Academy maintains graduation requirements that exceed state requirements. Requirements include two years of foreign language, four years of math, and four years of history. Academy students must earn a minimum of 46 credits to graduate.

Middle Level Credit Advancement Requirements:

The Academy has developed clear requirements for middle-school students to advance. These requirements address both individual classes and grade-promotion criteria. In short, students will not progress to the next level in a sequence if they fail a class. In addition, students must pass a majority of their core classes in a given grade and be on target to graduate with their class before they will be promoted to the next grade level. This plan was submitted to, and approved by, the State Department of Education.

Accreditation:

The Academy is accredited for grades 9-12 through Northwest Accreditation Commission (NWAC)/AdvancED. The Board will comply with all accreditation standards established by the state or regional accreditation agency. The Academy completed its five-year accreditation visitation in April of 2012 with high marks and has maintained accreditation requirements since. (**Appendix D, "Accreditation Certificate"**) The Academy will continue to participate in annual accreditation meetings, complete annual updates and ongoing improvement, as well as conduct site visitations as mandated by the state and the current accreditation agency. Both administrators have proven understanding of accreditation requirements by participating in site visits at other schools.

Accountability and School Improvement:

The founders, board, and administration of the Academy firmly believe that an essential element of the charter school movement is the risk of closure for any charter school that fails to demonstrate "value added," or, at a minimum, "value neutral" results. In the event that the Academy does not meet state achievement goals or progress over time, a team comprised of the principal, staff, Board of Directors, and authorizer representative and any other additional inside/outside technical assistance will meet to determine whether the school should be closed or a plan should be developed to address student achievement.

It will be the responsibility of this team with the assistance of the authorizer, to monitor the implementation of any improvement plan for improved learning and teaching and to continue to provide feedback and recommendations for strengthening ongoing student achievement.

The Academy's administration will attend pertinent State Conferences and subscribe to the SDE weekly e-newsletter to stay apprised of State requirements and policy changes.

If the Academy is required to implement a Turnaround Improvement Plan, the Academy Board will work with an independent consultant to determine the most appropriate staffing model.

Tab 5: Governance Structure, Parental Involvement, Audits

Governance Structure:

Coeur d'Alene Charter Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. (**Appendix A, “Articles of Incorporation,” and Appendix B, “Bylaws”**) The Board of Directors will be the public agents who control and govern the charter school. In addition, The Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations, and policies, as well as the terms and conditions of the charter. (**Appendix K, “Organizational Chart”**)

The Board of Directors will entrust the daily operations of the school to the Principal. The principal shall be directly responsible for implementing the school’s academic program, and attaining the stated objectives of academic achievement. The principal shall provide educational leadership designed to nurture a strong relationship among teachers, students, parents, and the community. In addition, the principal shall be responsible for hiring, evaluating and terminating classified staff. The principal will observe, evaluate and recommend action to the board regarding the hiring, evaluation and termination of certified staff. The principal is responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly, and conducive to learning.

The Board of Directors meetings will follow open meeting laws, and public records law, keep accurate minutes, and make the minutes available to the public, according to the bylaws of the charter school.

The Academy will comply with all regulations to ensure that the school meets the terms of its charter and complies with applicable laws. The regulations address performance monitoring through annual school accreditation reports and annual reporting on educational goal attainment.

Idaho law requires charter schools to submit to their authorizer an annual report that contains a fiscal audit, a report on student progress based on the school’s identified educational standards, and a copy of the school’s accreditation report. It also requires charter schools to comply with the same financial reporting requirements as school districts.

Governance Capacity:

Academy bylaws dictate that the Board of Directors be comprised of representatives from three groups: educators, members of the public, and Academy parents. Efforts are made to maintain roughly equal representation among these groups. The board is not elected, but self-perpetuating, to ensure continuity and adherence to the school’s mission.

According to the Articles of Incorporation (**Appendix A**), the number of Directors shall be no fewer than three (3) and no more than fifteen (15).

Governance Process:

Board members serve a three-year term, which expires on November 1. There are no term limits. A process is in place to remove a board member. The process for vetting a potential board member involves soliciting community members from the target sub-population (parents, public, educators) and then arranging interviews between the candidates and the school staff, and then between the candidates and the board. Once a candidate is approved by both the staff and the board, the candidate is invited to join the board. A majority vote in open session results in the appointment of a new board member.

Board Training:

Members of the board, in cooperation with administration, have produced a “primer” for new board members to facilitate their assuming of board member duties and procedures. Each member of the board is provided a copy of *Charter School Board University*, published by the National Charter Schools Institute, and is encouraged to pursue further training as made available by the State Department of Education, Idaho School Boards Association, the Idaho Charter School Network or other agency. In addition, the at least one member of the Board is encouraged to attend the annual State Charter School Conference with the Principal.

The Academy’s Board of Directors adheres to “The Coeur d'Alene Charter Academy Code of Ethics for Board Members.” All members sign this document upon joining the board, signifying their agreement to uphold the Academy’s ethical standards. (**Appendix Q, “Board Code of Ethics”**)

The board and its members will conduct a self-evaluation at least annually at its “annual meeting” in June, using the adopted evaluation forms. (**Appendix R, “Board Self-Evaluation”**)

Parental Involvement:

The Board will establish policies to encourage parental involvement. The process to ensure parental involvement may include, but not be limited to:

- Parents receive written materials at the beginning of each school year.
- Parents are encouraged to attend parent-teacher conferences each year.
- Parents are asked to complete a survey during the school year, soliciting input on the academic program, school environment, and the school’s progress.
- Parents are encouraged to participate in numerous events and activities.
- The Parent Teacher Organization (PTO) offers parents the opportunity to volunteer for school projects, programs, and committees.
- Parents are encouraged to attend and participate in the Board of Directors’ monthly board meetings.
- Parents are encouraged to provide an appropriate learning environment at home for study.
- During new-student orientation, the Principal provides recommendations for establishing home support and fostering student success.

The Academy does not utilize parent volunteers within the classroom, nor for handling of any student records. To do so affects the dynamics of the classroom and compromises the confidentiality of student records.

Parents are encouraged to communicate regularly with the school. In turn, the school and the PTO will regularly communicate with the parents.

Audits and Annual Reporting:

The Academy undergoes a financial audit annually, conducted by a qualified, independent CPA. A copy of the fiscal audit is submitted to the SDE, as well as their authorizing body, which is required by the IC33-701 (6) (as required by Idaho Code 33-5210 (3)).

The Academy will comply with all financial reporting requirements, including those stipulated in Idaho Code 33-701. The Academy will ensure fiscal transparency by maintaining a page on the school website that meets or exceeds all code requirements for public access to financial transactions.

Tab 6: Employee Requirements**Qualifications and Certification:**

Employment practices shall be governed by the relevant laws of the State of Idaho. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g) as those sections are now enacted and as they may hereinafter be amended, and the current and future rules of the State Board of Education specifically pertaining to public charter schools.

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records.

The Academy will hire teachers who possess appropriate certification and meet the highly qualified standards as set by the State of Idaho for both new teachers and teachers who are not new to the profession. All teachers of core academic subjects, including special education teachers, must additionally demonstrate subject matter competence in each core academic subject taught.

The administration will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teachers and administrators) will be on a written contract approved by the Superintendent of Public Instruction according to 33-5206(4).

All employees and volunteers will undergo background checks according to statute.

The Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

All substitute teachers must submit to a criminal history check before substituting at the Academy.

Coeur d'Alene Charter Academy's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo annual performance reviews according to state code.

All employees will receive orientation to, and be responsible for upholding, the Code of Ethics for Idaho Professional Educators. Suspected violations will be reported to the Professional Standards Commission.

Teacher Evaluation:

The Principal and Vice Principal conduct a minimum of two classroom evaluations of each teacher every year, as required in code. Administrators have had or will have received training in the Danielson Framework for Teaching Excellence. The evaluation instrument is aligned with the Danielson model. **(Appendix T, "Teacher Evaluation Instrument")**

The Academy follows all requirements for working with underperforming teachers, as well as ensuring due process rights as appropriate.

Professional Development:

The Academy provides in-house training on curricular issues, using its own staff. An example would be the teacher-led workshops on autism-spectrum students, use of online resources like Moodle and Blackboard, or writing rubrics. With a vast array of expertise within the school walls, outside training is rarely accessed; it is, however, encouraged for those who wish it. The Academy has adopted a comprehensive Professional Development Plan that integrates technology, best practices, and Core Standards. **(Appendix U, "Professional Development Plan")**

Administrative Evaluation:

The Administration is evaluated annually by staff, parents, students, and supervisors, using a state-approved process (**Pending**)

Health and Safety:

The Academy's Board and administration are dedicated to maintaining a school climate where students, teachers, and visitors feel safe, nurtured, and confident. This culture is achieved by maintenance of facilities, ongoing discussion and training of professional and classified staff, consistent enforcement of discipline policy.

The Charter Academy buildings will be inspected as provided in the Idaho Uniform School Safety Codes (ref. IC Title 39 chapter 80). Following an annual inspection, the charter school shall within 30 days, (1) correct any deficiencies in the inspection report, or (2), if the corrective action requires structural modification, file a written plan with the inspecting agency for the correction at the beginning of the following school year. Coeur d'Alene Charter Academy will comply with all applicable provisions and procedures as outlined in Idaho Code for the health and safety of its staff and student body. The general safety and health standards as outlined under the provisions of the educational occupancies guidelines furnished by the State Department of Education shall apply. (**Appendix F, "Facilities Inspection"**) The school shall ensure services are provided for adequate record keeping of immunization and health-related services.

To ensure the safety of our employees and students, the Academy will comply with the following health and safety procedures.

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school buildings.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors.
6. Contact law enforcement in the event of suspected use or possession of controlled substances or weapons.

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

The Academy will follow all the Idaho Content Standards for health and physical education.

School Discipline:

All teachers are empowered to maintain discipline in their classrooms. Protocols include establishing clear expectations for student behavior and consistent sanctions for noncompliance. Students will not be allowed to practice behavior that endangers others or causes a disruption to the teaching or learning process. Violations will result in penalties ranging from refocus to referral to administration. Any issues sufficient to merit a detention or referral will result in the teacher or administrator contacting the student's parent.

The discipline model employed by the Academy is built on respecting the ability and rights of the individual classroom teacher; just as there are many different teaching and learning styles, different parenting styles, and different management styles, there are many ways to maintain classroom discipline. To enforce uniform practices across a diverse teaching staff is to deny these obvious differences and violate the Academy's tenet of respecting professional practices. Therefore, the Academy does not have a school-wide "system" in place, save for the expectation that teachers will manage their classrooms and remove disruptive students to the Principal or Vice Principal's office. The threshold for removing a student from the classroom is as varied as the backgrounds and personalities of the teachers employed at the Academy.

Disciplinary Consequences:

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

- Student conference with principal
- Loss of privileges
- Detention
- Phone call to parent
- Letter sent to parent
- Student and parent conference with Principal
- Suspension from extracurricular activities
- In-school suspension
- Out-of-school suspension
- Referral to Counselor or Student Specialist
- Recommendation to Board for Expulsion

The Principal and Vice Principal determine appropriate consequences for infractions

Suspension Policy

Students will be suspended for one to three days as deemed appropriate by the school administration for offenses that interfere with the learning of other students.

Students will be re-admitted to class once a parental conference with the Principal has been conducted. The Principal, with the administrative team, will design a program for the student to follow upon re-admittance. With each discipline referral thereafter, days of suspension will be increased by one day, until a maximum of five days has been reached. At that time, the student will be referred to the Board for consideration of permanent expulsion since the student is demonstrating a lack of commitment

to the values of the established learning community and/or is habitually disrupting the learning of others.

Expulsion Policy

Board may deny attendance at the Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons. In the event of an expulsion, the Board and administration will conform to all requirements regarding notification, representation, hearings, and documentation.

Any disciplinary issue that results in administrative action will, at a minimum, result in parental contact. If the issue involves possible illegal activities, administration will contact law enforcement.

Suicide Prevention:

The Academy's staff receives a refresher course annually in identifying and reporting of suicidal tendencies among the student body, as well as methods of talking with students in crisis. The online resource "SPAN Idaho" is used in these trainings to facilitate presentation and to ensure that those who deal with students most closely (the teachers) are familiar with the resource. Two trained counselors serve as the primary resource for teachers and students regarding suicide-related issues, and are responsible for facilitating intervention and postvention.

Internet Use Policy:

The Academy has developed and adopted a comprehensive internet use policy, to which students and their parents must agree before being allowed access to school technology. (**Appendix X, "Student Acceptable Use"**)

Employee Benefits:

All qualified Coeur d'Alene Charter Academy personnel will be covered by and subject to the Public Employee Retirement System of Idaho, health insurance, Federal Social Security and Medicare, federal and state employment taxes, unemployment insurance and worker's compensation insurance in accordance with applicable Idaho Codes.

Transfer Rights:

Coeur d'Alene Charter Academy is its own Local Education Agency (LEA). No employee transfer rights apply between The Academy and any other school district.

Collective Bargaining:

The Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Written Contract:

All teachers and administrators will be on a written contract as approved by the state superintendent of public instruction. All employees will undergo performance reviews according to state requirements.

Tab 7: Admissions, Discipline, Student Policies**Enrollment Capacity:**

The Academy's beginning enrollment in 1999 was approximately 200 in grades 7-10. In subsequent years, grades 11 and 12 were added, and then grade 6. Enrollment capacity is 812 in the current facility, with no expectation that the school will expand or relocate. For purposes of the enrollment lottery, the Academy's board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

Admission Procedures:

The Academy does not discriminate against students of a particular race, color, national origin, sex or disability* and will abide by the following admission guidelines.

1. The board establishes enrollment caps for each grade level and an application deadline.
2. If capacity is insufficient to enroll all pupils who submit a timely application for the subsequent term, then preference shall be given in the following order:
 - a. First, for students returning to the Academy;
 - b. Second, children of Academy founders and children of full-time Academy employees(not to exceed 10% of the school's total enrollment);
 - c. Third, to siblings of pupils already enrolled at the Academy;
 - d. Fourth, to applicants residing within the primary attendance area;
 - e. Fifth, by random lottery.

Lottery Process:

At the close of the enrollment period (the second Friday in March), all returning students who have submitted their applications will be readmitted. Where the number of remaining applicants exceeds the number of openings for a particular grade level, all remaining applicants will be entered into a lottery and enrolled according to rules established by the State Board of Education. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Thereafter, all students who apply after the second Friday in March will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.

Enrollment:

All applicants will be notified by mail regarding acceptance. Those admitted must accept their spot in writing by the date specified in the acceptance letter or the applicant will lose his/her space, allowing an opening for the next person on the waiting list. If a new student is unable to attend school within five days from the start of the year/semester for which he/she was accepted, admission will be denied and the student will need to reapply for a future opening.

*The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities. Students receiving special education services through IDEA or section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of the applicable federal and state laws.

Enrollment Opportunities:

Enrollment opportunities at the charter academy will be announced at least 4 weeks in advance of the closing date of an enrollment period. Announcement of opportunities will be published in local newspapers, in the school's newsletter and on the school's web site. In addition, the Academy Board of Directors will publish as part of their monthly meetings any consideration of enrollment opportunities.

Public School Alternative:

Because the Academy is a school of choice located within an established public school attendance zone, the alternative to attending the Academy is for students to attend their default public school.

Denial of Attendance:

Coeur d'Alene Charter Academy is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment.

The Academy will deny attendance to any students who poses a continuous disruption of school discipline or instructional effectiveness, has a detrimental influence on the health and safety of other students, or who has been expelled from another school, in accordance with Idaho Code 33-205.

Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students
- Being expelled from another district

The administration and Board will follow all legal requirements of Idaho Code 33-205 related to the process of written notice, terms of denial, hearings, representation, and all other matters.

Student Handbook:

The Academy has developed and continuously updates a student handbook, which is distributed to students and posted on our website to ensure accessibility. (**Appendix W, "Student Handbook"**)

In addition, the Academy makes available a School Profile for prospective students, curious community members, and post-secondary institutions, which includes information on our philosophy, academic programs and standards, test scores, national recognition, and contact information. (**Appendix G, "School Profile"**)

Tab 8: Business Plan, Transportation, School Lunch**Business Plan:****Business Description:**

The Coeur d'Alene Charter Academy is an educational institution organized and managed under the Idaho nonprofit corporation act. The Board of Directors of Coeur d'Alene Charter Academy shall be deemed public agents authorized by the Idaho Charter School Commission to control the charter school.

Marketing Plan:

Charter schools exist to meet the needs of underserved populations; the Academy was founded to serve students and families who have found other schools to be wanting, specifically in the areas of advanced coursework and positive learning environment. Our founding group consisted largely of parents whose children felt unchallenged and often marginalized because of their academic successes. Not all of these students were gifted, but all shared the traits of dedication to their studies, willingness to work hard, and the desire to pursue higher education. Our school is intended to serve students of all ability levels who exhibit these traits, and who find other schools to be uncondusive to academic excellence. Our mission statement clearly states that we are here "...for any students who are willing to accept the challenge." We hope to reach all segments of the population through advertising in a variety of media. The Academy will advertise enrollment periods in local newspapers and Chamber of Commerce publications, on our website, and on our street-side reader board. All of these but the newspaper are available free of charge, and are therefore accessible to the general public, including low-income community members. Additional efforts at reaching low-income populations may include postings or distribution of advertising in community centers, youth clubs, or other venues that serve the whole community. All print advertising includes a clear statement that our programs are open to all, and that our admissions policies are non-discriminatory. After many years of successfully serving the community, we do not plan to do extensive marketing, relying more on word-of-mouth advertising. Waiting lists in recent years indicate that the community is aware of the Academy.

Publicizing school successes is also an effective form of marketing. The Academy will maintain a presence on social media, including our school website, facebook, and twitter, ensuring that followers and curious media users have the opportunity to gain an understanding of our programs and keep abreast of Academy news, deadlines, and issues.

Management Plan:

The Academy Board of Directors is comprised of community members, educators, and Academy parents. We take some effort to ensure a variety of background experiences, as well. Our current board is comprised of a lawyer, the manager of a local business, a retired teacher, a stay-at-home mother (formerly an oncology nurse), and an engineer. (**Appendix P, "Board Resumes"**)

The Board is responsible for forming and adopting policy, as well as supervising the Principal and business manager. They are the ultimate authority in the hiring and dismissal of certified staff, generally acting on the recommendation of the Principal.

The Principal answers to the Board and supervises the certified staff, as well as his/her administrative assistant. He or she is responsible for the day-to-day operations of the school, including maintaining the academic program and ensuring a safe learning environment. He or she also bears primary responsibility for school communications with the media, State Department of Education, and the community.

The Business Manager answers to the Board and supervises the support staff and custodial staff. He or she manages the school's finances and the physical plant, making recommendations to the Principal and the Board on wide-ranging issues related to these responsibilities.

The Vice Principal answers to the Principal and supervises his or her administrative assistant. He or she also serves as the Activities Director, planning and managing all extra-curricular and co-curricular activities; in this capacity, he or she supervises all coaches and activity advisors. The Vice Principal assists the Principal in carrying out his or her duties and assumes the role of Principal when the Principal is absent from the building. (See Appendix K, "Organizational Chart")

Financial Plan:

The Coeur d'Alene Charter Academy Board of Directors employs a CFO/Business Manager with a BA degree in Accounting/Business Administration to provide appropriate, qualified fiscal management of all Academy business. Policies and procedures are promulgated by the CFO and approved by the Board in an open, monthly meeting, wherein the CFO provides a clear report of all financial matters and answers all questions from the Board. The CFO provides an annual review of legislative action during the legislative session. New policies and procedures are brought to the Board in order to maintain school policy in compliance with any State laws that may require it. All policies necessary for detailed and complete maintenance of financial records are in place and conform to generally accepted accounting principles of the United States of America and the State of Idaho. The CFO will make all records available for an annual independent financial audit report; produce an annual IFARMS report; all other required state supplemental reports; and, the required monthly financial statements to our Board of Directors. All appropriate statements will reflect the standards established by GASB (Governmental Accounting Standards Board). We will continue to maintain this standard of financial reporting in order to inform all stakeholders of our financial condition and provide assurance that we are a financially viable institution.

In our 15 year history, there have been no exceptions, misstatements or other conditions that necessitated disclosure by our independent auditors. We will continue to maintain this standard of financial reporting in order to inform all stakeholders of our financial condition and provide assurance that we are a financially viable institution.

Fundraising and Grant Writing:

The Academy has developed an annual cycle for major fundraising activities to supplement its primary funding source. In addition to in-house fundraising efforts, the Academy has contracted with a professional grant writer in the past, with little success. We continue to seek out grant opportunities as appropriate, and to work through the state's Charter School Network to develop new funding streams.

Transportation:

The Academy does not provide transportation services to its students. As a school of choice, our practices are consistent with those of all other public schools in our primary attendance area that students might choose to attend other than those for which they are zoned. In the event that a special-needs student's IEP require transportation, we will ensure that transportation is provided, according to state and federal law.

At registration time, families are informed of the limited public transportation available. In addition, the PTO assists families in finding workable carpools to assist with transportation difficulties. With a primary attendance area covering over 1300 square miles, providing transportation is not practicable at this time.

No plan is in place to offer ~~or consider offering~~ transportation in the future. However, the Academy will conduct a study in 2015 to determine whether transportation is feasible

Food Service:

Like many other charter schools, the Academy lacks the facility to provide food service and therefore does not participate in the federal hot lunch program. As a new LEA, the Academy solicited data from families regarding Free and Reduced for the first time in the spring of 2014, but with limited response. Now, with the advantage of our having LEA status confirmed from the beginning of the year, we are able to integrate this data collection in to our registration process; we expect a much better response. We do arrange to make lunches available through contracts with independent local providers. The vast majority of our students provide their own lunches. The Board does not have plans to consider offering a lunch program.

Tab 10: Business Arrangements, Community Involvement, School Choice**Business Arrangements and Partnerships:**

As with any business that has successfully grown over 15 years, we have a vendor list of several thousand business arrangements. A brief list of those companies follows:

Banking

We have outstanding banking relationships with four institutions: Mountain West Bank, Washington Trust, Inland Northwest Bank, and Bankcda. Our current investment, checking and loan needs are being met by all four banks.

Construction trades

The school has done three major remodel jobs, two new projects, five modular building projects and several smaller jobs. These projects have included some of the following firms: Miller-Stauffer Architects, Scott Rice Architects, Northwest Engineering, Shelter Associates, Ginno Construction, Small's Construction, CDF Landscaping, and others.

Supplies/Equipment

Interstate Office Supply, Staples, Office Max, CDW-G, InSight, Fred Meyer, Costco, Caxton, Follett, McGraw-Hill, Pearson, Barnes and Noble, Hastings, Amazon, Walter Nelson, Lowes, Neopost, Ricoh, and others.

Services

Advanced Benefits, Blue Cross of Idaho, Idaho School District Council, Avista, Kootenai Electric Co-op, Charles Dodson Attorney, Anderson Brothers CPA, Magnuson-McHugh CPA, TimeWarner, Coeur d'Alene Press, Herff Jones, Commercial Printing, Walsworth, AlSCO, Spokane Uniform House, Columbia Electric Supply, Moon Security Service

The Academy will contract for Special Education services as necessary. The Academy faithfully fulfills all requirements for serving special-needs students, using properly certified personnel. We will secure the services of such personnel to provide services on an as-needed basis annually. We have positive working relationships with other area charter schools, and may, as a group, retain a Special Education specialist.

We maintain ongoing arrangements with North Idaho College to provide enrollment options for our students, including classes at the college campus and classes taught by Academy teachers.

Community Involvement:

St. Vincent De Paul has recognized the Academy as the largest single donor to its annual holiday food drive. Each year, Academy families contribute between 1.5 and 2 tons of food to this cause.

The Academy participates annually in the *Festival of Trees*, a holiday community fundraiser for Kootenai Medical center, by sending its choirs to entertain audiences.

Academy administration maintains a membership in the Sunrise Rotary, which provides annual scholarships to our seniors and names a "Student of the Month," recognizing top Academy juniors and seniors and providing a showcase of our talented students.

The Academy's Jazz Band provides entertainment one Thursday every month at *The Fedora*, a local restaurant.

The Principal has been invited to speak before numerous organizations, including Kiwanas, Sunrise Rotary, Kootenai County Republicans, Kootenai County Democrats, Reagan Republicans, Pachyderm Club, Hayden Lake Rotary, and Leadership Coeur d'Alene, to name a few.

School Choice:

The Academy maintains membership in the Idaho Charter School Network, which advocates for school choice throughout the state. Two Academy administrators have served on the executive board of ICSN.

Academy administration has testified numerous times before the Idaho legislature in support of school choice and related issues.

Administration cooperates with other area charter schools to offer support and to identify shared concerns.

The Principal has been invited numerous times by the Montana Family Foundation to testify before the Montana legislature in support of charter school legislation. This included a one-hour exclusive presentation to members of both chambers as an expert.

The Academy offered its entire high school core curriculum via the Idaho Education Network (IEN) in support of the state Superintendent's initiatives and school choice.

Academy students are allowed numerous dual enrollment and concurrent enrollment opportunities, including IDLA, IDEA, and North Idaho College.

Termination:

In cases of termination, the Governing Board of Coeur d'Alene Charter Academy is responsible for the dissolution of the business and affairs of the school. Coeur d'Alene Charter Academy will fully cooperate with the authorizing body for the dissolution, complying with established processes and policies of the Charter School Commission and the state of Idaho. All personnel records will be sealed and returned to employees using all available means to determine current addresses.

All records of students will be immediately transferred to Coeur d'Alene School District 271. **Appendix Y, "Student Records Agreement"**) All students will receive written notice of how to request a transfer of student records to a specific school. Past students will be notified of the process of requesting records by letter to the last known address and an e-mail to the last known e-mail address of parents/guardians.

Upon the dissolution of Coeur d'Alene Charter Academy, assets will be distributed in accordance with Idaho Code 33-5212(2). Funds sufficient for a final, independent fiscal audit will be set aside prior to dissolution proceedings.

Appendix D: Articles of Incorporation and Bylaws

FILED

ARTICLES OF INCORPORATION

OF

98 AUG 14 AM 11:03

98 AUG 11 AM 9:35
SECRETARY OF STATE
STATE OF IDAHO

COEUR D'ALENE CHARTER ACADEMY, INC.
SECRETARY OF STATE
STATE OF IDAHO

The Articles of Incorporation of COEUR D'ALENE CHARTER ACADEMY, INC., a non-for-profit corporation, are hereby stated:

ARTICLE I

NAME

The name of the Corporation (hereinafter called the "corporation") is COEUR D'ALENE CHARTER ACADEMY, INC.

IDAHO SECRETARY OF STATE

ARTICLE II

DURATION

08/11/1998 09:00
CK: 6483 CT: 2998 BH: 135786

1 @ 30.00 = 30.00 INC NONP

The corporation shall exist perpetually.

ARTICLE III

PURPOSES AND POWERS OF THE CORPORATION

This corporation does not contemplate the distribution of dividends to its Directors. The specific primary purposes for which it is formed are as follows:

3.1 To operate a charter school in accordance with the charter school laws of the State of Idaho.

3.2 To do and engage in any and all lawful activities that may be incidental or reasonably necessary to any of the foregoing purposes, and to have and exercise all other powers and authority now or hereafter conferred upon a non-for-profit organization.

PROVIDED, that in all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of this corporation, voluntary or

C125244

involuntary or by operation of law, the following provisions shall

apply:
95 AUG 14 AM 9:25
STATE OF IDAHO

1. This corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

2. No part of the net earnings shall inure to the benefit of or be distributable to its Directors, trustees, officers, members or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article III.

3. 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 non-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.

Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future tax code), or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by the Court of common pleas of the county in which the principal office of the organization is then located, exclusively for such

purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IV

The location and street address of the first registered office is 1424 Sherman Avenue, Suite 100, Coeur d'Alene, Idaho 83814.

ARTICLE V

The name of the first registered agent is WILLIAM PROSER.

ARTICLE VI

The Corporation is organized upon a non-stock and non-profit basis. The amount of assets of this Corporation is:

Real Property	\$	0.00
Personal property	\$	1.00

This Corporation is to be financed and operated under the following general plan: by the receipt of tax money and private donations in accordance with the charter school laws of the State of Idaho.

ARTICLE VII

The name and address of the incorporator is as follows:

WILLIAM PROSER

850 Kidd Island Road
Coeur d'Alene, ID 83814

ARTICLE VIII

The names and addresses of the initial Board of Directors are as follows:

NORMAN L. GISSEL

1424 Sherman Avenue
Coeur d'Alene, Idaho 83814

Robert McFarland, M. D.	700 Ironwood Drive Coeur d' Alene, Idaho 83814
Betty McLain	3080 E. Springview Drive Coeur d' Alene, Idaho 83814
Alan Golub	P.O. Box 968 Hayden Lake, Idaho 83835
Robert Nelson	14250 Strahorn Road Hayden Lake, Idaho 83835
Karen Hanks	W. 610 Hubbard Coeur d' Alene, Idaho 83814
Gayne Clifford	6495 Yellowstone Trail Coeur d' Alene, Idaho 83814
Constance Faller	2102 N. Fairway Drive Coeur d' Alene, Idaho 83814
Matt Lyman	2913 W. Fairway Rd. Coeur d' Alene, Idaho 83814

Article IX

- A. The Directors of this Corporation shall consist of not less than three (3) persons, nor more than fifteen (15) persons, whose terms may, but need not be, concurrent.
- B. The initial Board of Directors shall be selected by the incorporator. They shall be (9) in number. Seats "A", "B", and "C" shall hold office for an initial period of one year. Seats "D", "E", and "F" shall hold office for an initial period of two years. Seats "G", "H", and "I" shall hold office for an initial period of three years. Upon the expiration of the terms of office of the original Board of Directors, the terms of office of such Director shall be three years.
- C. Any Director may resign by tendering his resignation to the remaining Directors, and he may be removed as a Director either with or without cause by the vote or written

ARTICLES OF INCORPORATION

assent of a majority of the remaining Directors after the term of all of the original directors has expired.

D. If a vacancy shall occur among the Directors of this Corporation as a result of death, resignation, removal, or otherwise, such vacancy shall be filled by the vote or written assent of a majority of the remaining Directors, or, in the event of a majority of the remaining Directors failing to agree upon a person to fill such vacancy, then in the manner provided by the laws of the State of Idaho. A person selected to fill such vacancy shall be a Director for the period specified in the resolution or written assent pursuant to which he is selected or until his death, resignation, or removal prior to the expiration of such period.

ARTICLE X

This ^{is} not a membership corporation. The manner of selecting directors and conducting the business of the corporation shall be established by the By-laws.

The undersigned incorporator signs his name this 10th day of AUGUST, 1998.


WILLIAM PROSER

*BY-LAWS
OF
COEUR D'ALENE CHARTER ACADEMY, INC.
A Non-For-Profit Corporation*

ARTICLE I

NAME

The name of the corporation shall be COEUR D'ALENE CHARTER ACADEMY, INC., and it is sometimes referred to in these By-Laws as the Corporation.

ARTICLE II

PURPOSES

The purposes for which the corporation is formed are those set forth in its Articles of Incorporation, as from time to time amended. The Corporation is not formed for pecuniary or financial gain, and no part of the assets, income, or profit of the Corporation is distributable to, or inures to the benefit of its directors or officers.

ARTICLE III

SEAL

Section 1. The seal of the Association shall have inscribed thereon the name of the Association, the year of its organization and the words, "Non-Profit Corporation, Idaho".

Section 2. The Secretary of the Association shall have custody of the seal.

ARTICLE IV

FISCAL YEAR

The fiscal year of the Association shall begin on January 1, and end December 31.

ARTICLE V

DIRECTORS

Section 1. Selection.

The initial Board of Directors shall be selected as set forth in Article IX, subsection B, of the Articles of Incorporation.

Following selection of the initial Board of Directors, the Board of Directors shall select from among the Board of Directors a Nominating Committee which shall meet periodically and when the terms of the Board members expire or when a vacancy otherwise occurs. The Nominating Committee shall recommend at least one (1) candidate and not more than three (3) candidates to fill the vacated position. The Board may select from the candidates recommended by the Nominating Committee, ask the Committee for new candidates, and any Director may place a name in nomination at any time.

All Directors selected shall share the educational philosophy of the COEUR D'ALENE CHARTER ACADEMY, INC.

The proposed candidate shall be drawn from three (3) groups of people: parents of Charter School students; educators; and civic volunteers in Kootenai County. Recognizing that one person could be a representative of all three groups, the Nominating Committee and the Board itself shall try to maintain a balance on the Board from the three groups.

Section 2. Board Conduct.

The Board of Directors shall conduct their affairs in a manner consistent with Idaho laws concerning governmental entities.

Section 3. Board Powers.

A. The Board shall have all the powers vested in it by the laws of the State of Idaho, including the Charter School Enabling Act as it is from time to time amended and all the powers vested in it by the Idaho Nonprofit Corporation Act, and including the power to set educational policies for the Academy.

B. The Board of Directors shall adopt rules and regulations for the conduct of the affairs of this corporation and of its members not inconsistent with these By-Laws, shall appoint such standing committees as are provided for in Article VII of these By-Laws, and may appoint such special committees from time to time as may be necessary and convenient.

C. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board. The Board of Directors may, by its own rules and regulations, regulate and fix times for regular and/or special meetings, and may further provide the manner and mode of giving notices thereof.

D. The act by a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these By-Laws.

ARTICLE VI

OFFICERS

Section 1. The officers of the corporation shall be a President, Secretary, and Treasurer. The Board of Directors shall,

immediately following each annual meeting of the voting members, select a President/Principal who shall not be a member of the Board of Directors and a Secretary and a Treasurer who shall be members of the Board of Directors who shall hold each such office for the ensuing year. The offices of Secretary and Treasurer may be held by the same person. An Assistant Secretary may be appointed if desired by the Board to undertake such duties as may be delegated to him or her.

Section 2. Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its best judgment the interest of this corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Such removal shall be in conformity with the provisions of Section 30-1-51, Idaho Code. Any director may be removed at a special meeting called for that purpose as provided in Section 30-1-39 of the Idaho Code.

Section 3. Any vacancy in any office caused by death, resignation, removal, disqualification, or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 4. The President shall be the principal executive officer of this corporation and shall, in general, supervise the management of the business and affairs of the corporation. He shall be present at all meetings of the Board of Directors. He may sign with the Secretary or any proper officer of the Corporation authorized by the Board of Directors, any deed, mortgages, bonds, contracts, or other instruments which the Board of Directors have been authorized to execute, and in general he shall perform all duties incident to the office of the President, and such other

duties as may be prescribed by the Board of Directors from time to time.

Section 5. If required by the Board of Directors, the Treasurer shall give bond for the faithful performance of his or her duties in such amount as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation, receive and give receipts for monies due and payable to the corporation and in general perform all duties incident to the office of Treasurer.

Section 6. The Secretary shall keep the minutes of the meetings of the voting members and of the Board of Directors in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these By-Laws and as required by law, be custodian of the corporate records and the seal of the corporation, and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with these provisions, keep a register of the post office addresses of each Directors and in general perform all duties which are incident to the office of Secretary, and such other duties as may from time to time be assigned to him by the President or by the Board of Directors.

ARTICLE VII

COMMITTEES

Section 1. The Board of Directors shall appoint the following standing committees and delegate such authority to them as is consistent with their stated responsibilities and desirable for the

best conduct of the affairs of the corporation, but such action shall not operate to relieve the Board of Directors of any responsibility imposed on them by law.

Section 2. Standing Committees:

A. Finance and Planning Committee. This committee shall be responsible for advising the Board of Directors regarding all financial matters of the corporation including long-range planning, and the proper operation, maintenance, management, and development of any facilities and activities of the corporation, and shall recommend to the Board of Directors by March 1 of each year a consolidated budget for the ensuing school year. Except under extraordinary circumstances, this committee will recommend a budget balancing anticipated income and expenditures.

This committee shall be comprised of a chairman appointed from the Board of Directors by the Directors and two (2) other members who shall be Board members.

B. Education Excellence Committee. This committee shall be responsible for advising the Board of Directors regarding ways in which the COEUR D'ALENE CHARTER ACADEMY may improve the academic and intellectual excellence of our students.

C. Scholarship Committee. This committee shall be responsible for identifying scholarships for the students at institutions of higher education and to advise and assist students and their parents in applying for such scholarships.

D. Fund Raising Committee. This committee shall be responsible for fund raising and grant applications for the COEUR D'ALENE CHARTER ACADEMY, including the creation of a separate free-standing foundation and other related activities and to report to

the Board from time to time and no less than semi-annually of its activities.

Section 3. Each standing committee set forth in Section 1, paragraphs B, C, and D above, shall be chaired by a member of the Board of Directors. It is not necessary that members of these committees shall be Directors.

Section 4. The Board of Directors, by resolution adopted by a majority thereof, may designate such additional committees as it may consider necessary and desirable for the proper conduct of the affairs of this corporation, and shall have full discretion as to the composition, term and authority of committees so appointed, but the designation of such committees or delegation thereto of authority shall not operate to relieve the Board of Directors of any responsibility imposed upon them by law.

Section 5. All standing committees and other committees authorized by these By-Laws or appointed by the Board of Directors as permitted by these By-Laws shall, by their own rules and regulations, organize and conduct and operate their own committee in a manner not inconsistent with these By-Laws, the rules of the Board of Directors, or the requirements of the law.

Section 6. The Board of Directors may by two-thirds (2/3s) affirmative vote remove any committee member from office with or without cause.

Section 7. The President with the advice and consent of the Board of Directors may appoint successors to serve out the unexpired term of any committee member who may resign, be removed, or be-disqualified from holding office or vacate his office for any reason whatsoever.

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1: The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officer so authorized by these By-Laws, to enter into any contract or to execute and delivery any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, but such action shall not operate to relieve the Board of Directors of any responsibility imposed on them by law or by these By-Laws.

SECTION 2: All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents of the corporation and in such manner as shall be from time to time determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instrument shall be signed by the Secretary, or Secretary and Treasurer if held by one individual, and countersigned by the President or Vice-President of the corporation.

SECTION 3: All funds of this corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may direct or select.

SECTION 4: The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or device for the general purposes or for any special purposes of this corporation.

ARTICLE IX

AMENDMENTS

SECTION 1: These By-Laws may be amended, modified, or repealed by a majority vote of all Directors present at any regular or special meeting of the Directors.

SECTION 2: Within thirty (30) days following any meeting at which these By-Laws are amended, copies of said amendments shall be made available to the Directors. Copies of the full By-Laws as amended shall be prepared annually and made available on request to the Directors not less than sixty (60) days prior to beginning of the school year of the Academy.

ARTICLE X

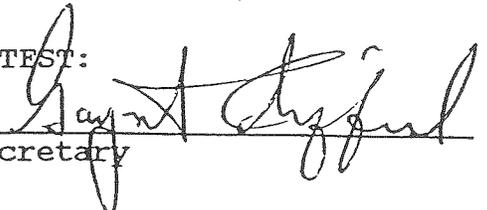
RECORDS

All books and records of the corporation may be inspected by any Director or his agent for any proper purpose and at any reasonable time.



President

ATTEST:



Secretary

Appendix E: Public Charter School Closure Protocol

**CLOSURE
PROTOCOL**

August 2013



Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

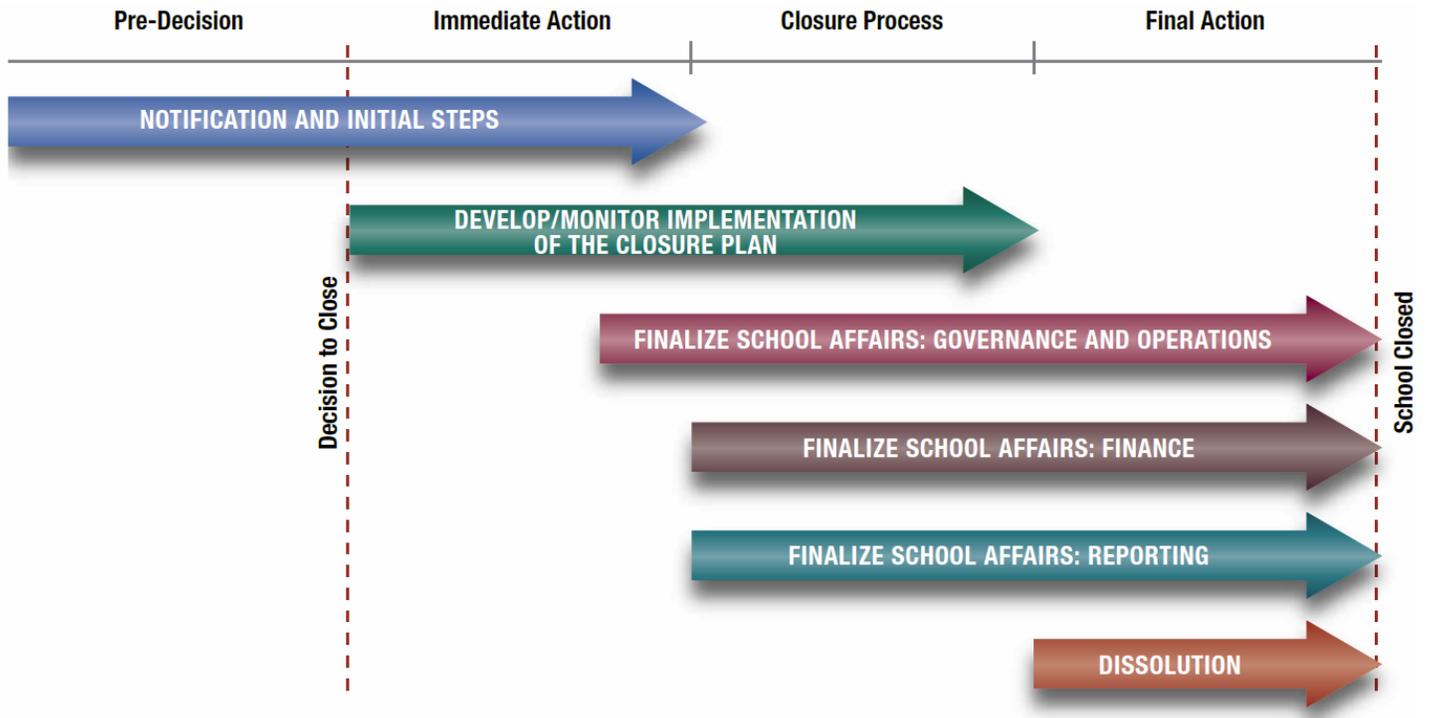
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> 1. Maintain all corporate records related to: <ul style="list-style-type: none"> • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. 2. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> ➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹